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Library Book Outlook

The new books of the past fortnight are fairly evenly distributed among the various classes.

In fiction we have Alexander Black's Stacey (Bobbs-Merrill, $2), in which Ralph Stacey comes to New York to look for the great chance of life; Valentine Williams' The Red Mass (Houghton-Mifflin, $2), a story of the lurid days of the French Revolution; and A. M. Williamson's Secret Gold (Doubleday-Page, $2), an adventure-story involving the search for hidden treasure in the desert regions of the Southwest. There is also the new O'Brien collection of The Best Short Stories of 1924 (Small-Maynard, $2.50), including, as usual, The Yearbook of the American Short Story.

There is an unusual number of new drama-books. First of all there is the new three-act play by John Galsworthy, entitled Old English (822, Scribner, $1). his is companioned by Edwin Justus Mayer's The Firebrand (812, Boni and Liveright, $2) and Franz Molnar's The Guardsman (894, Boni and Liveright, $2). All three of these plays are enjoying runs on Broadway. Aldous Huxley has revived and adapted the old five-act comedy, The Discovery, by Mrs. Frances Sheridan (822, Doran, $2), in which David Garrick once appeared. Volume 8 of the authorized English edition of Gerhart Hauptmann's Dramatic Works, translated by Willa and Edwin Muir, and containing the Poetic Dramas, is published (832, Huebsch, $2.50). A new collection, One-Act Plays for Stage and Study (808.2, Samuel French, $3), contains twenty-five plays by contemporary American, English, and Irish playwrights, with bibliographies and a preface by Augustus Thomas.

The only new poetry-book is the new Braithwaite Anthology of Magazine Verse for 1924 (811.08, Brimmer, $3), containing, as usual, the Yearbook of American Poetry.

Other contributions to belletristic literature are: John Donne, a Study in Discord, by Hugh I'Anson Fausset (821.3, Harcourt, $3.50), an interpretation of the poet's life in the terms of the clash between the medieval and the modern consciousness; A Last Scrap-Book, by George Saintsbury (828, Macmillan, $3), containing further delightful 'scraps' by the dean of English literary critics; and Readings from the Literature of Ancient Greece, in English Translations, by Dora Pym (880.8, Harcourt, $2), forming a companion volume to the author's 'Readings from the Literature of Ancient Rome.'

Travel-books include Round the World, by Frank Hedges Butler (910, Stokes, $5), recording a business-man's many journeys, off the beaten tracks; Borneo, the Stealer of Hearts, by Oscar Cook (919.1, Houghton-Mifflin, $5), an account of an eight-year sojourn; The Falkland Islands, by V. F. Boyson (918.2, Oxford Univ. Pr., $5), the first full account of this remote British colony; Pennsylvania Beautiful (Eastern), by Wallace Nutting (917.48, Old America Co., Framingham, Mass., $4), a new volume in the author's States Beautiful Series; and the second (concluding) volume of These United States, edited by Ernest Henry Gruening (917.3, Boni and Liveright, $3), containing estimates of the remaining twenty-six States and Territories.

New biographical works are few. Most important is Weber and Fields, by Felix Isman (Boni and Liveright, $3.50), the story of the famous comedians, their tribulations, their triumphs, and their associates. Kathleen Norris has written a brief autobiographical sketch (86 pages), which is published under the title of Noon (Doubleday-Page, $1.50). Seventy-Five Years of White House Gossip, from Washington to Lincoln, by Edna M. Colman (Doubleday-Page, $5), is an illustrated book of anecdotes.

Contributions to History are made by William N. Gemmill, in his The Salem Witch Trials (974, McClurg, $2), and by Charles De Visscher, in his The Stabilization of Europe (940, Univ. of Chicago Pr., $2), a new volume in the Harris Lectures series.

In Sociology and its allied fields we have The Messages and Papers of Woodrow Wilson (320, Doran, 2 v., $3), with editorial notes and an introduction by Albert Shaw; Selected Articles on Prohibition, Modification of the Volstead Law, by Lamar T. Beman (178, H. W. Wilson Co., $2.40), issued in the Wilson Company's Handbook Series; The Agricultural Situation, by G. F. Warren and F. A. Pearson (338, Wiley, $3), dealing with the economic effects of fluctuating prices; and The Decroly Class, by Amélie Hamaïde (371.3, Dutton, $2), describing a little elementary school in Brussels which is exerting a wide influence on educational thought.

Two noteworthy scientific books are Atoms and Rays, by Sir Oliver Lodge (541, Doran, $3), which outlines the latest achievements in physical research, and Tantalus, or The Future of Man, by F. C. S. Schiller (504, Dutton, $1), a new volume in the To-day and To-morrow Series, supplementing 'Daedalus' and 'Icarus.'

Rice, Its Cultivation and Preparation, by Charles E. Douglas (633, Pitman, $1), is a new volume in the Pitman's Common Commodities and Industries series. Rats and How to Destroy Them, by Mark Hovell (591, Stechert, $3.50), is a readable, practical treatise, of interest to public-health officers and economists.

The New Music, by George Dyson (780.9, Oxford Univ. Pr., $2.85), appeals primarily to those who wish to learn more of how and why modern masters seek to obtain their effects.

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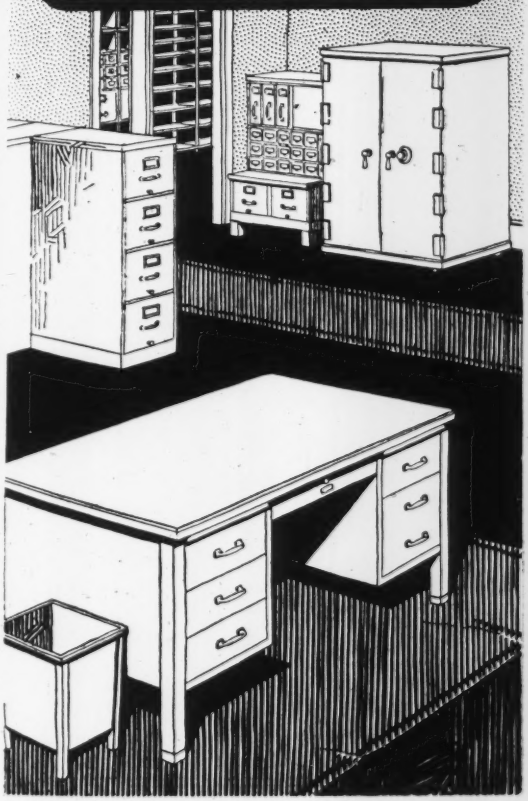

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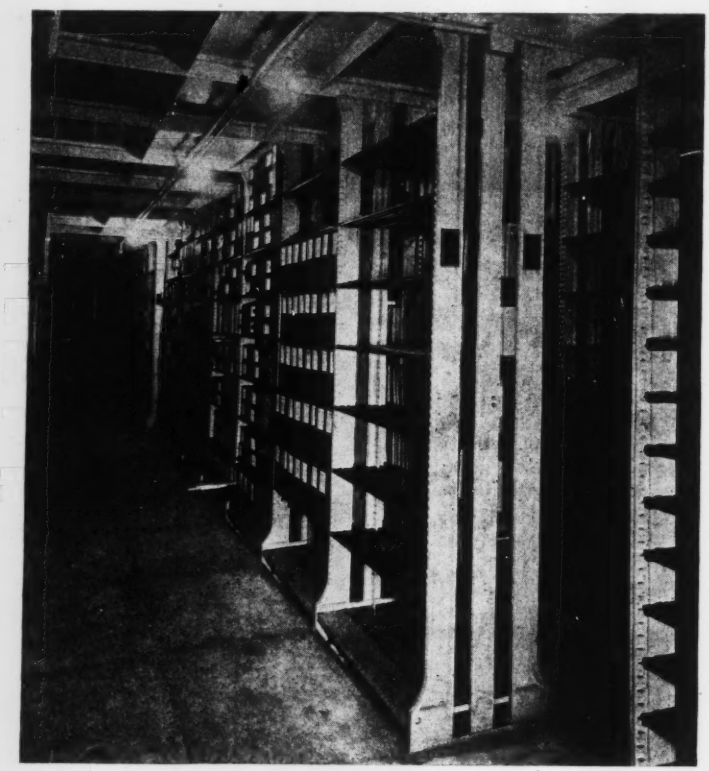

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THE LIBRARY JOURNAL

TWICE-A-MONTH FEBRUARY 1, 1925

Adult Education in the Teacher-Training Library*

BY WILLIS HOLMES KERR
Librarian, Kansas State Teachers College, Emporia

ADULT education, this new thing we librarians are talking about, is as old as the Bible. For when Philip said to the Ethiopian, "Understandest thou what thou readest?" the answer was, "How can I, except some man guide me?" (Acts 8:26-31). And was not the synagogue, with its open-forum reading and discussion, a fairly good organization for adult education?

Adult education in a library is a personally conducted individual tour to new power.

Ian Hay Beith has the idea in his delightful little story, "The Liberry" (Houghton). While waiting for a prescription to be filled, the doctor steps outside to the neighboring bookshop and there meets old Mr. Baxter. They talk about books and reading. It seems that the late Archdeacon Belford, "a great scholar and gentleman," used to rally Baxter upon caring 'more for a book, as a book, than for what was inside it." It was the archdeacon who assisted Baxter to found his library.

"Your library?" queries the doctor.

"Yes, sir." The old gentleman's mild blue eyes suddenly glowed with pride. "Nothing very pretentious, of course; but I take my little pleasure in it. And it grows—it grows. . . . I make a point of reading aloud a passage out of one of my books every day, sir. I acquired the habit under the late archdeacon. We read together constantly. He had very definite ideas on the value of reading. He used to say, '. . . . A man with a library is a man respected!' That was why I founded my own, sir."

"Is it a large library?" the doctor asks.

"No, sir; of very modest dimensions. But it is sufficiently large to be utilized by nearly all my friends."

"You lend them books, then?"

"Oh, no, sir. I would not do that. My books are everything to me—and you know what book-borrowers are! My friends are welcome to tap my literary resources, but it must be through me as a medium. . . . When a seeker after knowledge calls upon me, I select from my library the appropriate volume and read, or recite, to him such passages as appear to me most applicable to his case."

Pettigrew, the druggist, appears with the doctor's prescription, and addresses Baxter with a facetious twinkle in his eye, "Good morning, Mr. Baxter! How's the library this morning?" Baxter takes no notice, but disappears into the bookshop. Pettigrew explains to the doctor:

"One of our characters, that old man. Quite a poor man, but possesses an extensive library —*quite* extensive. His learning is at the service of his fellow citizens. He likes to be called The Oracle. Supposing you want to know something about Shakespeare, or Julius Caesar, or Wireless Telegraphy, or Patagonia, you go to Baxter. You press the button and he does the rest!"

Later on, Baxter explains to the doctor that while Mrs. Caddick takes her child to the doctor for adenoid operation, she comes to Baxter himself to know what adenoids are. "I shall read aloud to her the scientific definition of the ailment. It is surprising what a comfort that will be to her."

And then the doctor contributes this theory of adult education. "You are an authority on human nature, Mr. Baxter, I perceive."

We can't go on with the story here. You must read how Baxter receives and cares for the nightly seekers-after-knowledge, and guards the secret that he cannot himself read a word, having only his wonderful retentive memory and his sharp-witted grand-daughter to rely upon; and how the town council selects Baxter as the distinguished scholar of the town to make the address of welcome at the opening of the new

* Paper read before the A. L. A. School Libraries Section, Chicago, Jan. 3, 1925.

Crake Memorial Library: and how his books turn out to be—well, read the story!

But Baxter was an authority on human nature. And his library, with its personal service fitted to the individual, anticipated Dr. Learned's description of the public library as "the community intelligence service."

In his novel, "John Burnet of Barns" (Dodd), John Buchan anticipates by more than two hundred years an item of what we call "modern" library practice. The hero, John Burnet, studies philosophy at Glasgow University during the latter years of King James II. He returned to his home, over near Tweedmouth, and in making his plans to go over to Leyden for further study, he writes up to Glasgow to have a package of books on the Low Countries sent out to him. A package library in 1683! Just that. Is it history, or fiction, or prophecy?

"Education should never end," is the caption of an editorial in the Kansas City *Star* (December 7, 1924), referring appreciatively to the interest of the American Library Association in adult education. Could we wish for a more satisfactory appraisal than the *Star's* statement that "The movement . . . assumes that the real education is not in the schools and colleges, but that such education merely prepares the way for an easier grasp of the problems of life and a trained capacity for its enjoyment?"

Last summer a college professor described to me the sort of laboratory he would like for his classes in English: "A large, well-lighted room, with tables and chairs," he itemized, "and a large bulletin board and a good selection of pictures that tell stories. And then I want a blackboard on which may be put the opening paragraph of a short story subject to various developments, or a plot be worked out graphically, or a few verses of poetry be allowed to work their suggestion. And above all, I want the room full of books—all the great masters of story and essay and verse and philosophy and history, and all the books of fact—so that students may pass from the challenge of an idea to the inspiration of the masters or to the verification of fact and then to actual writing while under the spell." Barring the blackboard, I thought he described a *good* school library; and I believe school libraries will come to the blackboard and other visual devices (if they have not already). Was he not describing a proper teaching function of the library—the hand-to-hand, person-to-person grappling with ideas, facts, materials significant to the student and valuable to him in preparing the way "for an easier grasp of the problems of life and a trained capacity for its enjoyment?"

From that, the professor and I fell to talking of ways of making books work, ways of getting teachers to use books as spiritual forces and not as physical materials, ways of bringing students to turn to books as friends engaged with them in finding the answer. "It's soul doctors we want to be," said my friend, for by that time I think the professor in one of us recognized the librarian in t'other, and *vice versa*.

Soul doctors. Ian Hay Beith called Baxter an authority on human nature.

"It's soul doctors we want to be," my professor said, and if I understood him he continued like this: "We must be able to diagnose spiritual and intellectual ailments; and having diagnosed, we must know books so widely and so wisely as to be able to prescribe, saying, 'You need this great story today, and follow that with this, and then come back to me and let me look at you.'"

Adult education in the teacher-education library is what the Ethiopian on the chariot called guidance so that he might understand what he read. It is what Ian Hay Beith called being an authority on human nature. It is contact with your alumni, such as John Buchan ascribes to the Glasgow University Library in 1683. It is what the Kansas City *Star* calls "an easier grasp of the problems of life and a trained capacity for its enjoyment." It is hand-to-hand laboratory work with students. It is soul doctoring.

I believe this is adult education, because in all this the library *does* something to the professors and students who are its clientèle. It seeks, consciously to itself at least, to give them a library education. For the kernel of the adult education idea for any library is working hard on the job. The library cannot and must not stop with being worked hard by its public.

May I enumerate some of the ways in which a teacher-training library may work at its job of adult education? Some of them are simple, some complex. All of them require planning of the library organization and methods, in every department and process, to take part actively in the teaching duty of the library. They require recognition of this teaching activity of the library by its users and by the administration which provides the library for the school. Really there are three problems: What to do? How to do it? and, How to be supported in doing it?

Some of the following items have been tried. Some are things I would like to try. Some are just queries. They are given humbly and impersonally.

Resourcefulness

How for instance, can we teach faculty and students to be more tolerant (perhaps I mean more resourceful) in their use of book materials? Most teachers like to be resourceful in suggesting or requiring reading, but not all

nor even a majority are successful in making students realize that the social use of books means that not in *a* book but in *many* books is the beginning of wisdom. Of course, the teacher nowadays has to contend with a multitude of competitors for the student's time and attention; but somehow he must hold the student for the accepted facts or the best interpretation. But is he to do this with just one book, perhaps the textbook, or by cut and dried assignments?

Take evolution for example. Some obvious materials occur to one, but will not the resourceful teacher, and certainly the wide-awake loan-desk librarian, lead the student to read both Vernon Kellogg's little book and also that of W. J. Bryan, and after comparing the two points of view to come to a conclusion without prejudice? In other words, let the student learn that man is guided sometimes by science, sometimes by tradition. Or another example: Even tho H. G. Wells is condemned as a poor historian by some historians, and condemned as an atheist by some theologians, and condemned as an Englishman by some of the hundred percenters, is the student not to get some of his enthusiasm and vision and ability to say things?

What shall we librarians do with the pupils of the teacher who hates dynasties and wars to the point that only social and economic history may be read? And what shall we do with that teacher?

Perhaps it is none of our business? Well, I believe that the library has a moral and intellectual responsibility which goes beyond merely handing out what is assigned or called for. I fear that we shall always have intolerance somewhere in education, and that therefore librarians and catalogers and reference librarians and loan-desk workers and even reserve-desk attendants should know as much as possible about all fields of knowledge and all books and how to lead the student from one book to another or from other books back to the one book, in order to find truth.

THE INTER-RELATION OF KNOWLEDGE

The necessity of being resourceful in the use of materials is more and more incumbent upon the library because of the rapidly increasing inter-relation of the fields of knowledge. In these days sociology, for example, runs into economics and psychology and ethics and religion and education and transportation and biology and art and poetry and drama and geography and history. Consider the ramifications of a book such as Wiggam's "New Decalogue of Science" (Bobbs). Or of Robinson's "Mind in the Making" (Harper). Even a good novel nowadays presupposes an insight into several fields of knowledge. Likewise biography. This being so, the library must either duplicate the same book over and over because it is referred to by perhaps five different departments of instruction; or else it must seek more flexibility in assignment and must teach more resourcefulness in use.

IMAGINATION IN BOOK-SELECTION

Adult education in the teacher-training library begins in its book selection and buying. In checking over publishers' announcements, book reviews, and book lists, there must be economy, often too much economy. But there must be imagination. Something like this may be the attitude: Who would use this book? It would furnish a good theme for a term paper in so-and-so. . . . Here is a subject which is coming to the fore; let's get ready for it. . . . Here is the book we needed last month; buy now and be ready for the same thing next semester. . . . Nobody will read this but Professor X; he will thrill his classes with it; get it quick and let him know about it when ready. . . . We need the atmosphere of a beautiful book like this. . . . Harford's "Mind as a Force" (Holt). Well, that's rather new, but it fits in with this modern "impulse" psychology. We used to put the mind in pigeon-holes, then we had it grow up and "function," and now it's impulse or force. Wonder what that new English book on structural psychology makes of it? Sounds like the old pigeon-hole again. Anyhow, we need these books.

EXPERIMENTING WITH BOOKS

I believe in experimenting with book titles and with books. Here is the publisher's circular regarding a new book: "Speculum Mentis, or The New Map of Knowledge," by R. G. Collingwood (Oxford). There are intriguing possibilities in that. We might buy a book with a Latin title, however, and let it lie dead on the shelf: better not buy it if we are going to do that. But send the circular to a man on your faculty who teaches in that field and who influences hundreds of students in his classroom and on the lecture platform. Put this notation on the corner of the circular: "Mr. X. Would this be any good to you?" It comes back to you immediately with this note across another corner: "Mr. Librarian, I would like very much to read this. These synthetic works are the only means of grasping the meanings of the rapid changes in the world." Now you have created a market for your book before you buy it. In many cases, however, I believe in buying the book first and then going after the people who ought to use it. Occasionally you will strike a "dry hole," but you get more "producers" and more "production" that way, and sometimes you "bring in a gusher." Isn't that adult education?

Classification and Cataloging Devices

Having selected and bought the book with some person or purpose in mind, I believe in following the book thru the process of classification, cataloging, and shelving to try to see that it gets the intended use. This means sometimes that the book is classified for use and not necessarily for subject—when can you risk that? Or it may mean subject headings in the catalog specially designed to catch the student mind. And I believe it is going to mean not only Library of Congress fullness of contents on catalog cards but also a sort of digest or statement of the conclusion of the book. Here is field for the most discerning cataloger and just as human a contact as any in library work. Moreover, we have found that a few hours a week service in the reference room by the catalogers helps in establishing contacts with the way subjects are asked for and looked for in the catalog and on the shelves. Conversely, if the reference librarians work sometimes in the cataloging department, they get to know books better.

Using Book Sub-Titles

The sub-title of a book often (in fact, usually) makes quite a difference in the impression it makes. The weekly or monthly booklist or announcement of new books added should therefore carry full sub-titles; also the date of copyright. Here is a title: "Women and Leisure," by Lorine Pruette (Dutton). Enter it that way in your list, and your clientèle may or may not get the point. Enter it as "Women and Leisure; a Study of Social Waste" (always conforming to the title-page, not to the publisher's jacket), and you have revealed somewhat the theme of the book. Osburn's "Corrective Arithmetic" (Houghton) by itself may suggest a bitter pill for boys, but make it "Corrective Arithmetic for Supervisors, Teachers, and Teacher-Training Classes," and everybody understands. The Detroit City Teachers College Library uses this type of annotation and sub-title and digest in its book lists printed in the Detroit *Educational Bulletin*. Indianapolis uses somewhat the same thing in its Teachers' Special Library Lists.

Specializing

These and other devices for broadcasting the contents and conclusions of books are more and more necessary in educational, and, I believe, in all libraries. Everybody is specializing; everybody has to. The specialist knows his own books well, but wants to be told briefly and dependably about hundreds of other books. The library must specialize for all the specialists. From the flood of books, the teacher-education library must select and make available the best, and get them used. The flood of books goes on, but the library controls its flow.

Use of Lists

The systematic distribution, to members of your faculty and often to students, of special book lists, bibliographies, and related documents, develops resourcefulness in the use of library materials, helps in broadcasting the meaning of print, and brings confidence in the intelligent service of the library. Many of the A.L.A. publications may be used in this work. The series of leaflets, bibliographic and other, of the U. S. Bureau of Education are useful. And a library duplicating machine, steadily used, is absolutely necessary for the teacher-training library's program of adult education.

Browsing and Reading

A project I would like to try is a browsing-room, such as that in the Widener Library at Harvard. A browsing collection is found in a number of libraries, the "Red Star" collection at the University of Missouri being an example. With such a room I would like to try the educative effect of a permanent non-circulating reading collection, containing besides the accepted things complete sets of Everyman's Library, of the Home University Library, of the World's Classics, of the Modern Library, and some other similar sets. Non-circulating, I said; so that the browsing collection would always be intact. I would duplicate most or all the titles in the circulating library. Few, if any, things in an educational library are more important than the cultivation of general reading by students. It ought to be planned for by the whole faculty and administration, with the library.

Research

Most college students have the wrong idea of research. I am not thinking of those who want to find their essays or debates all written out in books, ready to copy. I am thinking of many earnest students, who labor at making long lists of references, arranged in more or less haphazard bibliographical form, and who really go thru a lot of reading. Of course it is a duty of the teacher, but more and more it is becoming part of the duty of the institutional intelligence service, the library, to show students what reference lists and bibliographies are; what primary and secondary sources are; what compiling is; what investigation is; what research is; and what an original essay is, as our English universities know it.

Freshman Tests

At our institution, recently, we have given nearly five hundred of our freshmen seventeen different intelligence or ability tests, including the army alpha, orthography, geography, arithmetic, reading, civics, reasoning, etc. The results have been assembled, the freshmen ranked

in "deciles," those in the upper and lower tenth-divisions interviewed, and the whole matter submitted to the professors and instructors in the education department, the librarian being invited to meet with the group. Administrative measures will be adopted, probably, to help students in the upper tenths to make more use of their talents, and to help students in the lower groups to save themselves or to prove definitely that they should try something else. It seems to me that the library has a duty here which begins where special effort by the instructor ends. The library should "dispose" materials for the known bright student in a different method and degree; it should work patiently and individually with the student who does not read well or who does not reason well enough to take intelligible notes. I realize there are many practical difficulties in the way of such library service, even if we had the staff and money; but there is a definite challenge in this for any college library, and more particularly for the teacher-training library, which ought to excel even the college library in what it does for students.

Working with Students

Another project worth trying is to establish a work-desk for the librarian and chief staff members right in the middle of the reading room, where the librarian might work and be available to students several hours a day. Student problems might thus be picked up: problems of the use of books, problems of not knowing how to study or how to take notes or how to read. The librarian who does this will know better what books the library needs, what books students can use and what they cannot or do not use; and he should let members of the faculty know his findings in all these regards. The idea of working desks placed in the midst of readers is not new to the public libraries; Cleveland, Los Angeles, and Newark do it, and possibly many others. The University High School Library at Chicago began working with students in their study problems years ago. We experimented with the idea at Emporia last summer, with our three thousand summer students. We established an "information desk" in the reading room, with service fourteen hours daily. The information desk was intermediate between the loan desk and the reference department. If the question was a reference question, the student was sent on his way; if a loan-desk matter, likewise. If it involved going to the catalog or to the shelves, the information attendant went *with* the student.

Library Instruction

Hoping that my question may not be misunderstood, I ask frankly concerning instruction in the use of the library. With the results of intelligence tests before us, and with our own knowledge of the vastly unequal background of students in the matter of contact with organized libraries, can we not work out a plan of library instruction which shall minimize the mass instruction and greatly increase the amount of individual instruction? It would be a notable contribution to adult education.

Sine Qua Non

Most of these items in a program of educational activity within its proper sphere by the teacher-training library mean better prepared and better paid librarians and staff members, and many more of them, more and better equipment, more room, more books, more money, more freedom to make and execute library policy, and more intellectual and academic recognition. But having caught the vision and set ourselves the task, who shall say we cannot achieve?

The Solberg Copyright Bill

A REALLY great copyright measure appeared in the House January 5 (H. R. 11258). It was drawn by the Register of Copyrights, Mr. Thorvald Solberg, and introduced by a member of the Committee on Patents, Representative Randolph Perkins.

It constitutes a most drastic assertion of author's rights under that Section of the Constitution which grants Congress the power:

> To promote the progress of science and useful arts, by securing for limited times, to authors and inventors, the exclusive right to their respective writings and discoveries.

In the Solberg bill this Section is given practically full flow and a straight channel. Every author is covered unless his country denies reciprocity. All his writings, published or unpublished, are protected from creation to fifty years after death. There are no conditions or formalities whatever, and there can be virtually no tapping of the stream without the owner's consent. The bill is an elaborate posting against unauthorized use.

Librarians may well look carefully at Section 12, especially paragraph (a), which gives the author exclusive right:

> To copy, print, reprint, publish, produce, reproduce, or transmit the copyright work in any form; and to vend or otherwise dispose of such work and to authorize its public use in any manner or by any means whatsoever.

Compare this with the simple, traditional provision of the present law:

> To print, reprint, publish, copy, and vend the copyrighted work.

The English law is simpler still. "Transmit" is a big word and might conceivably paralyze a public library's circulation. Broadcasting

and the like were doubtless in mind, and the Register may have been driven beyond himself by the moving picture bill, but "reproduce" ought to suffice. Again, this, coupled with the last clause, might raise once more the publisher's old claim of control over resale.

On the other hand, Section 41, dealing with importation, will gratify librarians, tho without surprise, since it preserves the ancient and universal right of importing directly the original editions of works reprinted here.

The bill is a piece of rare draughtsmanship —clear, straightforward, logical and fearless. It meets a great occasion worthily and recalls us from exile to a place of honor in the International Copyright Union.

Specific council later.

M. LLEWELLYN RANEY, *Chairman*
CARL L. CANNON
ASA DON DICKINSON
PURD B. WRIGHT
A. L. A. Committee on Book Buying.

Text of the Copyright Bill

The text of the Solberg bill is:

SEC. 41. That the copyright in any work shall be deemed to be infringed by any person who knowingly imports for sale or hire or otherwise distributes in the United States copies of any piratical reprint of a work in which copyright subsists in the United States, and the importation into the United States of piratical copies of any work copyrighted in the United States, shall be and is hereby prohibited; and such prohibition of importation shall extend also to any authorized foreign reprint of an American author's work or of a work by an alien author domiciled or resident in the United States, whenever an agreement authorizing such reprint shall stipulate that copies of such reprint shall not be brought into the United States: *Provided*, That such agreement shall have been recorded in the Copyright Office at Washington, and that the owner of the United States copyright shall have notified in writing the Secretary of the Treasury and the Postmaster-general that the importation of copies of such work is in contravention of such agreement: *And provided further*, That, except as regards piratical copies, such prohibition of importation shall not apply to any foreign newspaper or magazine altho containing matter copyrighted in the United States when such matter is printed or reprinted by authority of the owner of the United States copyright, unless such newspaper or magazine contains also copyright matter printed or reprinted without such authorization.

The publishers' substitute section reads:

SEC. 41. During the existence of the copyright in any work, the author of which is an American citizen or domiciled resident and to which protection is accorded under this Act and which is manufactured within the limits of the United States or its dependencies, and in the case of a work by a foreign author not domiciled in the United States when such work has been published and manufactured within the limits of the United States or its dependencies under an assignment covering stated rights for the United States registered in the Copyright Office, then during the period in which an edition of American manufacture is published and kept on sale by the American proprietor the importation into the United States of any copies thereof, except second-hand copies, shall be and is hereby prohibited, except with the assent of the proprietor of the United States copyright, after registration and deposit of two copies of the American edition: Provided, however, That except as regards piratical copies such prohibition shall not apply (a) to any work published in the country of origin with the authorization of the author or copyright proprietor when imported, not more than one copy each, for use and not for sale or hire, in good faith, by or for any person, library or branch thereof, school, college, society or institution incorporated for educational, literary, philosophical, scientific or religious purposes, or for the encouragement of the fine arts, provided the publisher of the American edition of such work has within ten days after written demand declined or neglected to agree to supply the copy demanded at a price equivalent to the foreign price thereof and transportation charges; (b) to works which form parts of libraries or collections purchased en bloc for the use of societies, institutions or libraries designated in the foregoing paragraph, or form parts of the libraries or personal baggage belonging to persons or families arriving from foreign countries and are not intended for sale; (c) to works raised in characters for the use of the blind; (d) to works imported by the authority or for the use of the United States: *Provided, further*, That copies imported as above may not lawfully be used in any way to violate the rights of the proprietor of the American copyright or annul or limit the copyright protection secured by this Act, and such unlawful use shall be deemed an infringement of copyright.

Free on Request

The Hyde Park Protective Association of Chicago has a few copies of: The Social Evil in Chicago: a study of existing conditions, with recommendations, 1911, 399p. cl. 8vo, published by the Chicago Vice Commission, which it will give away to libraries willing to pay postage. The weight is about 2 lbs. Address Arthur Burrage Farwell, Sec., Hyde Park Protective Association, Room 1027, 19 S. La Salle St., Chicago, Ill.

This report which was the work of Dean Summer as chairman of a Commission of thirty leading representative men and women, has gathered material of importance to welfare workers and city officials.

The University of Pennsylvania Library has for distribution about fifty new cloth-bound copies of "Translations of German Poetry in American Magazines, 1741-1810," by Dr. E. Z. Davis. This is one of the Americana-Germanica Series. We shall be glad to send a copy to any library sending us fifteen cents in stamps to cover postage.

ASA DON DICKINSON, *Librarian.*

Textbooks for Library Professional Study

By HENRY BARTLETT VAN HOESEN
Assistant Librarian, Princeton University
Continued from the LIBRARY JOURNAL *for January 15, p. 66.*

ON research and methodology: Fling's "Writing of History"; Morize's "Problems and Methods of Literary History"; Hicks' "Materials and Methods of Legal Research, With Bibliographical Manual"; E. E. Reid's "Introduction to Organic Research"; Frost's "Good Engineering Literature"; "What to Read and How to Write"; etc., etc.

On compilation of notes and bibliography: Dow's "Principles of a Note System for Historical Studies"; Savage's "Manual of Descriptive Annotation"; Brown's "Manual of Practical Bibliography"; Cole's "Compiling a Bibliography."

On preparation of manuscript; parts of the book, etc.: Manly and Rickert's "Writer's Index"; Ives' "Text, Type and Style"; U. S. Government printing office "Style Manual," etc.

On indexing: Wheeler's "Indexing"; C. E. Brown's "Indexing"; and Clarke's "Manual of Practical Indexing."[3]

On publishing, etc.: Holliday and Van Rensselaer's "Business of Writing;" Growoll's "Profession of Bookselling;" Paschke and Rath's "Lehrbuch des Deutschen Buchhandels."

On book materials in general: A. M. Smith's "Printing and Writing Materials."[3]

On printing, illustration, etc. Jacobi's "Some Notes on Books and Printing" (1902) and his "Printing" (1919).

On binding: Cockerell's "Bookbinding and the Care of Books"; Coutts and Stephen's "Manual of Library Bookbinding"; Bailey's "Library Bookbinding."

For library science in general we have a formidable array in various languages and for various countries. For Germany: Graesel, Gardthausen, etc.; for France: Cim, Maire, etc.; for England: Brown's "Manual of Library Economy" (third ed. by Sayers). All of these are, or were in their day, excellent but foreign. Brown's has perhaps the most interest for us, since it is in English and of England. But it is very one-sided; the whole emphasis is on administration and mechanics—that is, I suppose, it is concerned, as the title indicates, with library economy rather than with library science as a whole. Bostwick's "American Public Library" is broader in this respect and in spite of its specific limitation to the public library, is probably the best textbook on library science in general that we have, and good enough so that we are doubtless agreed to leave its improvement and extension to the author himself.

For library legislation, we have the Carnegie Corporation's "Abstract of Laws Relating to Libraries in Force in 1915," which should be kept constantly up-to-date. In addition to this we probably need nothing more than Yust's pamphlet in the A. L. A. Manual and the chapters included in other general works. Reference only is likely to be necessary to library law in foreign countries (*e.g.*, Fovargue's "Summary of the Law Relating to Public Libraries" . . . for Great Britain).

If I appear somewhat confused on the meaning of the term "library administration," in spite of the fact that administration is a part of my job, let me defend myself by suggesting that the next textbook on the subject give a definition of it. Bostwick's pamphlet in the A. L. A. Manual, Rae's "Public Library Administration" and Stearns' "Essentials in Library Administration" do not define it and seem to understand it differently. On the whole, I am inclined to follow Miss Stearns in the idea she apparently has that the library administration reaches down to the least of us. I suppose it includes the constitution, organization and determination of general policies and the operating or running of the organization (cf. Marshall's "Business Administration," Chicago, c1921[4]). Now if you subtract from any or all of our library textbooks everything that falls within this definition of administration, I think you will understand my general criticism of lack of comprehensiveness and proportion. My recommendations for library administration are, therefore, the general works: Bostwick's "American Public Library," Brown's "Library Economy," and Stearns' "Essentials." Drury's "Library and its Organization" comes to hand just too late for review here.

The different divisions of administrative work are pretty well covered by such books as these and the chapters in the A. L. A. Manual.

[3] Would add E. R. Hudders' "Indexing and Filing." E. J. R.

[3] Might add Hitchcock's "The Building of a Book." E. J. R.

[4] It ought to be possible eventually to distinguish technique from administration, and to consider the latter as including only the larger aspects of management, i.e. constitution, organization, legislation, finance, community relations, personnel problems. E. J. R.

The Acquisitions Department needs, further, to study the principles of book selection—on which I think Williams' "Manual" is the best we have at present—and various enumerative bibliographies to which I shall refer later.

The reference librarian also requires bibliographical training; and both reference and circulation staffs require an unlimited knowledge of affairs and human nature, especially of the affairs and human nature of their own community. Two recent excellent books should be mentioned: Wheeler's "Library and the Community" [5] and Ward's "Publicity for Public Libraries" [6]; and as we want not only to reach every member of the community but also to "deliver the goods," we need a more thoro text book on branches and other distributing agencies than any I know of[7]. And no librarian, old or young, should fail to study carefully Learned's "American Public Library and the Diffusion of Knowledge."

Also, for the reference librarian particularly, I should like to see published a whole volume of problem material, compiled from the "fool questions"—and the wise ones—that reference librarians have met with. A large classified compilation of these would not only illustrate but serve as the basis for a much greater treatise on reference work than we have yet had[8]. In the meantime Hazeltine's brief "Fundamentals of Reference Service," may be recommended as being designed on that plan.

There is perhaps an opportunity for a searching fundamental study of inter-library loan, at home and abroad, to determine the limits of the community or class of users which any one library may be expected to serve and to reconcile our somewhat variant practice with our general principle of service[9].

Hadley's "Library Buildings" meets a sorely felt need in that subject. Its *raison d'être* is "to give more explicit help in the planning of small libraries and to show photographs and floor plans of several newer, successful ones." That is, it is a practical book. For historic interest take Clark's "Care of Books," which is one of our classics. But for library architecture, so far as I know, there is no one comprehensive book to recommend [10], altho it may be that we shall have to leave that to the architects—unless Mr. Hadley or Dr. Andrews or Mr. Lowe is planning something of the sort. (I suppose library architecture might be considered an auxiliary subject rather than a division of library science, just as Gardthausen considers the history of writing an auxiliary as distinguished from the materials and conservation of manuscripts, which do necessarily enter into the librarian's sphere of activities).

Some good text books on classification and cataloging have already been mentioned; but the best textbooks in English are Sayers' "Introduction to Library Classification" and Quinn's "Library Cataloging," tho it should be borne in mind that they are written from the point of view of English, not American, library practice and leave the works I have mentioned above still indispensable. The point in which they excel our American text books is the blending of theoretical and practical. Theory alone may lead to impracticability, but a textbook which does not properly emphasize the theoretical tends to teach the student merely a certain way of doing something and to fail in training his independent thought and judgment for new problems.

Some of the minor divisions of catalog department work perhaps deserve separate treatment and fuller treatment than they have yet received. Book notation (*i.e.*, after the class notation has been done) and shelf listing are often done by a personnel distinct from the classifiers and catalogers. This might justify a separate textbook. Further, a survey and comparison of the many different schemes now in use in different libraries, or even in a single library, would be useful for reference as new problems arise. Filing systems also vary from library to library. Even a visiting librarian is sometimes puzzled, and the general student and the beginner in library work have to have it explained to them why we don't alphabet like the telephone directory or the index of a Sears Roebuck catalog, why New York comes before Newark in a library catalog when the Century Cyclopedia atlas has them the other way around, etc., etc.

As for special libraries, special collections, etc., when even the literature on university libraries is in an unsatisfactory state, it is no wonder if the recently developed, very specialized libraries have not yet written their manuals.

[5] Mr. Wheeler's book is valuable for its implied statement of the philosophy of public library work. E. J. R.

[6] I should certainly include Ward's "Publicity for Public Libraries," which is a careful systematic statement of applied psychology as it affects the public library worker in his relations with his community. E. J. R.

[7] I should think branches and distributing agencies could be adequately handled in a general book on administration, and belong there. E. J. R.

[8] A book containing the reference problem material you suggest would lend itself, I should think, to treatment by the case method. E. J. R.

[9] Inter-library loans would be appropriately treated in text books on administration. E. J. R.

[10] You are emphatically right about a single comprehensive book on architecture, valuable as are the things now in print and despite the fact that we are on the whole better off in this field than in some others. E. J. R.

I have not as yet had opportunity to study thoroly such as we have. However, Kaiser's "Law, Legislative and Municipal Reference Libraries" seems a model in this class. Hicks' "Materials and Methods of Legal Research." part 2, is concerned with law libraries ("While . . . intended to give only such information . . . as will assist the users it may be helpful to prospective law librarians.") Jones' "Hospital Libraries" does not profess to be a comprehensive textbook but states and "attempts to meet some of the new problems" and is an interesting introduction to the "aim and accomplishment" of hospital libraries. Krause's "Business Library" and "Better Business Libraries" should be mentioned, altho professedly written for the business man rather than for the library professional student. We should certainly include some of the textbooks on children's libraries[11], school libraries[12] and county libraries (*e.g.* Macleod's "County Rural Libraries.") But for many types of special libraries and special collections we have only pamphlets and periodical articles, some of which may be adequate for text book purposes (*e.g.* Dickey, "Care of Pamphlets and Clippings in Libraries," New York, 1916), but most of which are limited to the practice of some particular library or to some particular phase or problem, such as Philips' "Notes on the Cataloguing, Care and Classification of Maps and Atlases"; Fitzpatrick's "Notes on the Care, Cataloging, Calendaring and Arranging of Manuscripts": Gilchrist's "A Modern Medical School Library" (reprint from *Journal of the American Medical Association*, 1924, v. 82, p. 1287-90), etc.

For the history of libraries we are pretty well supplied. Clark's "Care of Books," is concerned with "the technical side only" (p. 319). Savage's "Story of Libraries and Book Collecting," is an excellent textbook compendium on the formation and growth of the great libraries. And there are excellent monographs on special periods, countries and topics, such as Richardson's "Biblical Libraries," Gottlieb's "Ueber Mittelalterlichen Bibliotheken," Savage's "Old English Libraries," Boyd's "Public Libraries and Literary Culture in Ancient Rome," etc., etc. (there is need of a new treatment of ancient libraries to include the new material regarding Egypt in the Graeco-Roman period). But what is true of history is not true of "state and condition." Mr. Gerould's program of investigation of library resources in special sciences, by the corresponding professional associations, may sometime supply us the material. Meanwhile it is difficult to convince, say a group of graduate students in geology, of the importance of European library history and resources, when our information is so predominantly concerned with mere numbers and with treasures, in the way of manuscripts, incunabula, etc., which practically fall outside the whole period of geologic studies. Meanwhile we have only directories, the article on "Libraries, Modern" in the "Americana," and scattered articles.

It is also difficult to interest such students in the technique of forming and maintaining a private library when the available books on the subject are written by and for bibliophiles (*e.g.* Allan's "Book-Hunter at Home"; Slater's "How to Collect Books," etc.) However, there is in prospect a less adventurous book and one more systematic and more helpful to the private librarian in general. In the meantime Brown's "The Small Library," is the nearest approach to the library needs of an ordinary student.

On book-plates I have selected, on the recommendation of Mr. Peck, who has charge of our special collections at Princeton, Lord De Tabley's "Guide to the Study of Book-Plates," and Hardy's "Book-Plates." There is, also, of course, the Ex-Libris series on the book-plates of various countries.

The third large division of our field is that of enumerative bibliography and it is only here that our neglect borders on the scandalous—not so much neglect of composition as neglect of use, if one may infer correctly from the fact that this section is the most inadequate in the lists in our general text books. We have, however, an excellent work in Georg Schneider's "Handbuch der Bibliographie." The only regrets I have concerning it are that the 200 pages of the "Theoretisch-Geschichtlincher Teil" are not in English and that it does not include the national bibliographies, such as there are, of all the Orient, Africa, etc., as well as some subject bibliographies (which last are outside its announced scope). Mudge's "New Reference Guide" also includes a good deal of this material, as well as a good deal of subject bibliography here and there. There are, of course, also a number of lists of bibliographies which may be practically used in lieu of text books.

Neither Schneider nor Mudge covers the whole field of national bibliography. Neither, for that matter, does Peddie's "National Bibliographies," tho it supplements the other two.

[11] Probably the best books for children's work are: "Library Work with Children" (ed. by Alice I. Hazeltine) and Miss Hunt's newly revised chapter in the A. L. A. Manual. E. J. R.

[12] For school work: Martha Wilson's "School Library Management;", A. T. Eaton's "School Library Service: Relationship between the Library and the Public Schools (ed. by A. E. Bostwick); and Certain's "Standard Library Organization and Equipment for Secondary Schools." E. J. R.

An enlargement of Peddie's list is a desideratum.

Schneider gives a good survey of most of the so-called general-special bibliographies, so far as they exist. He makes evident the lack of any textbooks on foreign government publications, such as the excellent ones we have for the United States in Edith E. Clarke's "Guide to the Use of U. S. Government Publications," and Reece's "State Documents for Libraries." Notice has just been received of H. B. Lees-Smith's "Guide to the Parliamentary and Official Publications. . . ."

We have bibliographies and lists of periodicals, of publications of societies and of societies themselves, but no comprehensive textbook. The National Union List of Serials, when completed and if class- or subject-indexed, may serve as the raw material for such a book. Meanwhile, as starting points for study in this line, consult the rather out-of-date Britannica article, for history, and, for use and scope, Walter's "Periodicals for the Small Library" [13], even tho it is designed for only limited specific use.

On book selection and best books, my present favorite textbooks (as distinguished from lists) are: Williams' "Manual of Book Selection"; Robertson's "Courses of Study" (tho now somewhat out of date, and written, in the beginning, with a rationalist bias); and Graham's "Bookman's Manual" [14].

Of the various bibliographies of best books for special uses, special classes of readers, etc., first and foremost is the "New Reference Guide" which has already been discussed. On the others I can at the moment make no pretense of passing judgment. Harron, Bacon and Dana's "Course of Study for Normal School Pupils on Literature for Children" may serve as an example.

For the other types of special bibliography —rare books, anonyms and pseudonyms, etc., etc., we probably need no more than lists and what is contained in Schneider and Mudge.

It would be asking too much to have a textbook on subject bibliography in general. We have, however, good bibliographical manuals in several fields, to be rated more or less inversely as their age: In history, Langlois' "Manuel de Bibliographie Historique"; in geography, Wright's "Aids to Geographic Research"; in law, Hicks' "Materials and Methods of Legal Research; With Bibliographical Manual"; in music, Villanis' "Piccola Guida alla Bibliografia Musicale," and Matthew's "The Literature of Music" (now rather old); in modern languages and literature, Cross's "List of books and Articles . . . Designed . . . as an Introduction to the Bibliography and Methods of English Literary History"; in mathematics, Miller's "Historical Introduction to Mathematical Literature"; in physics, Mann's "Histories and Bibliographies of Physics" (in Bibliographical Society of Chicago *Yearbook*, 1901-02, p. 31-40); in chemistry, Sparks' "Chemical Literature and its Use"; in engineering, Frost's "Good Engineering Literature." This list might be somewhat extended, especially if one were to add the unannotated bibliographies of bibliographies on special subjects. The greatest lacunae are in the fields of art and economics.

In conclusion. We should not be too keen for textbooks where reference books, monographs, and laboratory manuals are better adapted to our type of student. Granted that we need textbooks, or, as Mr. Reece has said in conversation, not necessarily textbooks but literature, the existing books are too commonly over-elementary and too commonly fail to give comprehensive and proportionate attention to the three phases of our subject,—administrative, routine and scholarly. The very tentative and hasty selection here made is enough, I think, to show the justice of Professor Root's remark at our meeting last year, "There may be, as is often the case when a new idea asserts itself, more than we think available. . ." There are no perfect textbooks, of course, but, after all, we have a number which should be very useful, especially if worked in combination. We are assured of new works on public library administration, book selection, the American public library movement, "Reasonable Budgets for Average Libraries," reference work, classification, cataloging, subject headings, etc., and still others have been suggested as in prospect. However, certain other very definite needs have been indicated, in the way of both new editions and new works, and some of the "elder statesmen" to whom, Dr. Root said last year, the "buck is being passed" should come to our assistance.

[13] Valuable for class use, but of course it lacks the historical side. E. J. R.

[14] Probably most book selection teachers depend less on the titles you mention than on scattered pamphlet and periodical material (e. g. Bascom's "Book Selection"; Bacon's "What Makes a Novel Immortal," etc.) E. J. R.

Of the 621 students enrolled in 18 library schools for the full term 302 or forty-eight per cent are college graduates, according to data received by the A. L. A. Board of Education for Librarianship. Of the remaining 319 students, 210 have had from one to three years' college work, 16 have had from one to three years work at a normal school and 93, or 15 per cent have high school graduation or its equivalent.

The Library in Junior High Schools*

By JAMES M. GLASS
Director of Junior High Schools, Pennsylvania

THE place of the library in the junior high school building is at the front center located at a point most easily accessible to the greatest number. It should be the most attractive, the most beautifully appointed, the most homelike and the least school-like room in the building. Its needs in equipment of furniture, books, periodicals, supplementary instructional aids, and decoration should take precedence over the needs of every other activity in school administration.

The junior high school library should be an open invitation. Its cordial, hospitable, and persistent appeal should be irresistible. It should invite acquaintance, it should ripen acquaintance into friendship, it should bind every early adolescent of the junior high school with bonds of attachment capable of resisting the temptations of less worthy friendships however or whenever encountered. No other activity of the school, not even the lure of the gymnasium, auditorium, shops, fine arts, or even the attractive social activities should be permitted to wield the influence comparable to that which the junior high school library should exert.

The glory of transmission is the crowning tribute which can be paid to a junior high school library which fulfills, if permitted to do so, its full mission to early adolescent children. The glory of transmission is the glory of service. The faculty is served by the library, the pupils are served, every classroom, every subject in the program of studies, every assembly program, every homeroom activity, every curricular interest, each social activity, in short, the whole life is ministered to by the library. It is the servant of all. By service it is entitled to the high place in the junior high school which should be accorded this agency of greatest service.

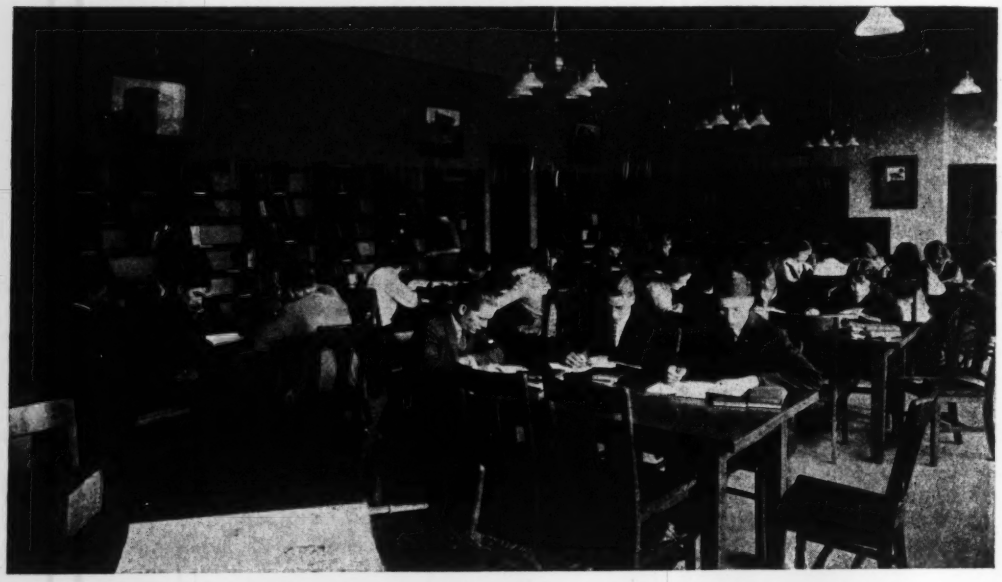
Let me present two considerations which will give full warranty to the elevated place in the junior high school which I have given the library. First, our educational method is today undergoing a fundamental modification far beyond our present power to evaluate. The modern school, and particularly the comparatively recent reorganization involved in the junior high school movement, is being reconstructed upon the sound pedagogical theory of learning by doing. The privilege of growth thru self-directed activity is passing from the teacher to the pupil. Activity, or learning by doing, with opportunities for the training in independent thinking, such activity is becoming the role of the pupil under the actual but unobtrusive direction and guidance of the teacher.

The principles of directed study, of the socialized recitation, and of the whole scope of the socialized curriculum and correspondingly reconstructed methods are based upon pupil activity or learning by doing under teacher guidance. The single textbook which pupils were led under threat of dire consequences to master page by page has been replaced by a laboratory method which selects with discrimination the offerings of many textbooks. The problem-project method, the cooperative pupil and teacher preparation and recitation method, the pupil committee research and report method, the laboratory method of investigation, observation, and report,—all the methods today employed in the modern classroom and particularly in the junior high school, the vanguard in the skirmish line of educational reconstruction, have changed former dependence upon the single textbook to a correlation of the adopted textbook with many resources.

The single textbook has not been replaced and doubtless will never be, but it is accepted in present practice not as the sole source but as one of many sources. In brief, the textbook has been supplemented by the library. This is as it should be and as it always has been above the junior high school. In the library, therefore, are centralized all those auxiliary aids which are comprised in reference books, encyclopedias, gazeteers, card catalogs, the *Readers' Guide* and other indexes, as well as maps, pictures, slides and aids to objective teaching which serve to supplement the single textbook. In the library should be consolidated all the accessory sources of materials for classroom and social activities of the whole school life. The library so conceived and administered conditions the full functioning of the real junior high school.

It is a false impression that the library is an added expense in school operation. It is in fact economy put into practice. One reference work will do the work of a dozen scattered in as many classrooms, one stock of visual education materials will serve many classrooms. But the place of the library in the junior high school or in any school is not to be determined by motives of economy but by tests of greater efficiency in educational reorganization. The day has passed when the school library can be

* Address at School Library Section of the A. L. A. at Saratoga Springs, July, 1924.



THE HIGH SCHOOL LIBRARY, LINCOLN AVENUE, NEW CASTLE, PA.

looked upon as a luxury. It has become a necessity in our educational reconstruction. It is an indispensable and pivotal source of co-operative service to every educational activity in the modern school.

The second consideration which determines the true place of the library in the junior high school is its adaptability to instinctive needs of the early adolescent age. From this point of view one needs to turn to early adolescent psychology. All phases of the psychological expansion of early adolescence are significant to the junior high school librarian. There is a mental inquisitiveness in this age which exceeds that of any other stage in life. Nature is now giving the individual enlarged intellectual power and with the expansion of mental power comes the instinctive impulse to use it. In this intellectual expansion the pubescent child wants to experience the joy of independence of thought. He instinctively dislikes and rebels against a vicarious mental state. The time has passed when the teacher can impose his thought upon the pupil. The early adolescent demands his undeniable heritage to think fór himself, and to launch out on the individual's life search for truth and knowledge, and for the experiences which teach him the ways of life. He must have his own experience; he must now learn by doing; he must live his own personal life.

No agency surpasses the library in its potential power to guide early adolescent expansion. In the library the girl and boy find the source upon which their instinctive inquisitiveness, their insatiable appetite for knowledge, their impulses to learn thru self-activity, their emotional and moral awakening powers may feed and grow. In the library the early adolescent finds no repression of his normal impulses, only an invitation to satisfy instinctive cravings.

Guidance in the library is unobtrusive for the early adolescent does not know and does not care that every volume in his junior high school library has been selected with scrupulous care to eliminate the harmful and to magnify the wholesome. Here early adolescent youth finds friends and guides who do not dominate him but who lead him to sources of knowledge and truth which are for him unexplored lands of wonder and delight. Among his book friends he finds heroes of physical and moral courage who become his guiding patterns for the balance of his life. He finds in the library companionships which always will remain with him. The junior high school library is an environment for the controlled expansion of early adolescence which provides "so much good to do that the bad cannot creep in."

It is, accordingly, little short of criminal negligence to restrict a junior high school library wholly to the supplementary and accessory aids essential to instructional purpose of the classroom. The junior high school library should be a rich storehouse of juvenile fiction, of biography, of travel, of vocations, of all literature which is written for youth.

It is, therefore, secondarily a reference or instructional supplementary agency and primarily a circulating agency of juvenile literature. It should principally be an agency to distribute books which pupils personally select without prescription and secondarily an agency to administer accessory aids which pupils use under teacher direction.

Library statistics prove, I believe, that the height of the curve of reading is reached at thirteen and fourteen years of age which synchronizes with the junior high school. Repeatedly I have observed that by far the greatest proportion of children who frequent voluntarily the school and public libraries are early adolescents.

If we realize the far-reaching importance of a properly balanced library in the junior high school, it is axiomatic to say that instruction should be given in the use of the library. Pupils do not know but must be trained how to use the full resources of the library. It is further axiomatic to say that only a trained librarian can in turn train early adolescents in intelligent use of library resources. The practice of setting aside library periods for class instruction by the school librarian within school hours will grow as the true place of the library in the junior high school is appreciated. This practice is the means already intelligently employed by many junior high schools which effect the full functioning of the library.

It is the consideration of the adaptability of the junior high school library to instinctive needs of pubescent children and its perfect accord with early adolescent psychology by which the place of the junior high school itself in the public school system, must in the final analysis be determined. It is my hope which I see increasingly fulfilled, that in each junior high school building the most beautiful quarters will be assigned to the library, that each junior high school faculty will contain a trained librarian, and that each school administrator's budget will include an annual appropriation for library growth.

The German Book Exhibit

By THEODORE W. KOCH
Librarian, Northwestern University, Evanston, Ill.

THE circumstances of the assembling of the exhibit of German books held in the Burnham Building at Chicago in connection with the mid-winter meeting of the A. L. A. have already been given in the LIBRARY JOURNAL for January 15 (p. 72). It was owing to the energy and perseverance of Dr. Edmund Schüler, who visited Chicago early in 1924, that ten thousand volumes, covering all branches of literature, art and science, and representing the output of the German press for the past ten years, were collected and shipped from Bremen by the first of last December. A 400-page catalog was made in New York in the record-breaking time of six days. One thousand copies of the catalog have been printed and will be of special interest to librarians. Used as a check list this catalog should prove a valuable aid in making up orders. Among the preliminary pages will be found articles on bibliography, on organization of German magazine publishing, on German-American economic relations, on the chronology of printing and publishing, and some statistics of the German book-trade.

The books were arranged on the shelves as well as in the catalog according to subject. As the classification of the entries for the catalog was done in New York and the books had to be classified for shelving in Chicago before the arrival of the catalog there were naturally some discrepancies; but the assistants in charge were so well informed that before long anything asked for could readily be found.

In some respects a visit to the exhibit was more satisfactory than a visit to the Leipzig Book Fair, for in the latter all the books are grouped by publishers. In Leipzig there are whole classes of books in which the American librarian has no interest. In the Chicago exhibit the visitor could find grouped together practically all the new publications in any field in which he was particularly interested. Even before the exhibit actually opened on New Year's Day several groups of university professors came over from the meetings of the American Philological Association and the Archaeological Institute and went over the books in classical philology, one by one. To see them sitting on the floor in order to scan the books on the lowest shelves warmed the hearts of the exhibitors, who took it as an indication of the interest which the books as a whole would arouse. They were mostly what the Germans would call *wissenschaftlich*, which is best translated by the word "serious." There was a small array of fiction, but even that can be serious. Of this there was just enough to show the modern trend.

Art Books and Prints

There was no particular effort to collect art books or prints. Nevertheless, when the lists were checked and the boxes opened up, a surprising number of fine books in the field of art were found to have been included. It was a fortunate sending, for the reproductions of the works of famous artists of various schools as well as plates of separate paintings, drawings, etchings and sketches in different media made a quick and definite appeal not only to the librarian, the professional art student, and the designer, but also to the booklover *per se*, the traveler of cultivated taste and all those who love to be surrounded with beautiful things.

A superb reproduction of the *Codex Aureus*, the "Golden Bible" of the Bavarian State Library, attracted much attention at the Exhibit. The facsimile is in five folio volumes and the colors of the elaborate illuminations are faithfully reproduced on parchment paper. The text consists of the Gospels, written in gold uncial letters in 870 by order of the Emperor Charles the Bold, and sent from the abbey of St. Denis, near Paris, to the abbey of St. Emmeram in Ratisbon in 888 as a present from the Emperor Arnulf. The cover, which is also reproduced, consists of a plate of embossed gold studded with jewels and pearls. The manuscript contains a very ancient prologue to the Gospel of St. John which is also found, with slight variations, in other manuscripts.

A very complete collection of national bibliographies was loaned by the firm of Otto Harrassowitz. Special and limited editions, not ordinarily procurable thru the usual channels, were exhibited thru the co-operation of the Deutsche Bücherei, Leipzig. The latter institution is the unique repository of all the books, pamphlets and serials published in all countries where German is spoken. It is not a government institution, tho it enjoys grants from the German Commonwealth, the Republic of Saxony, and the City of Leipzig. It was established and is administered by the National Association of German Bookdealers, which sees to it that it is supplied with all books free of cost. The Deutsche Bücherei issues comprehensive bibliographies useful not only to the bookseller but also to the scholar, the librarian and the bibliophile. Here also is edited the *Literarisches Zentralblatt für Deutschland* to which some thirty specialists contribute.

Among the experts in attendance were Dr. Wilhelm Riedner, Ober-Bibliothekar of the Bavarian State Library, Munich, who has the distinction of having won the Filene Peace Prize. His contribution was published in the *New York Times* of October 6, 1924. There were three representatives of the German Publishers' Association: Dr. Felix Meiner, the head of the philosophical publishing house of Leipzig bearing his name; Mr. Hans Reimer of the Weidmann publishing house, Berlin, and Mr. Ernst Reinhardt of Munich.

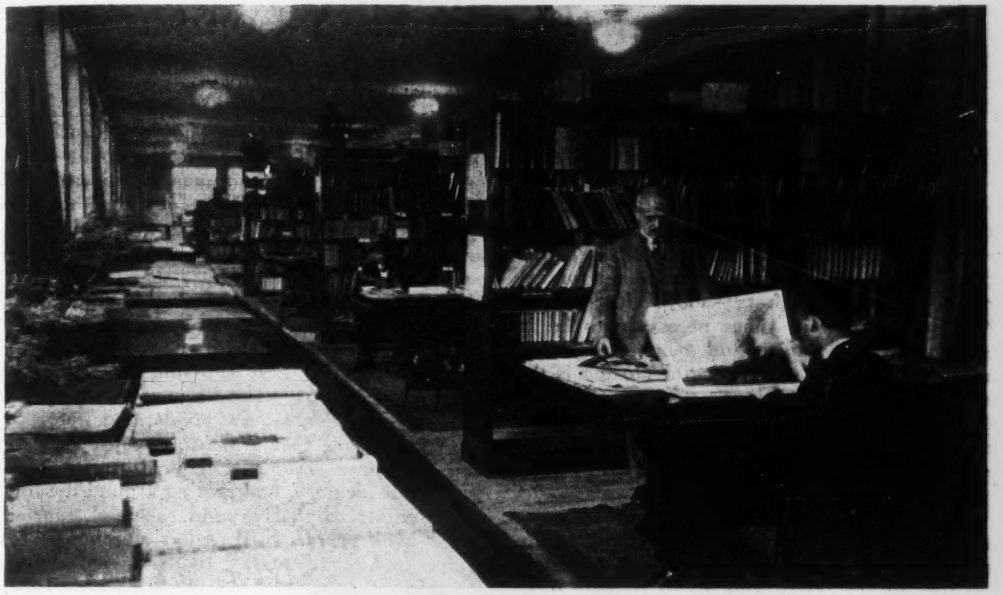
Origin of the Exhibit

In an interview with a representative of the Chicago *Tribune*, Dr. Schüler gave some account of the reasons which impelled him to persuade German publishers to contribute to the exhibit. During his visit to Chicago in February, 1924, he was asked often to explain why the prices of German books fluctuated so remarkably, and especially why they were so high in comparison with prices obtaining before the stabilization of the mark. Rumors had spread that books were intentionally made expensive to discourage buying and to exclude Americans from profiting by German inventions. In American bookstores Dr. Schüler found an inferior selection of German books at widely varying prices.

> The only thing left for me to do then was to inform the American purchaser of German books and the American retailer of what had been done in the years 1914-24 in the German publishing line.
>
> A single bookseller would not be able to do this and even the most able American librarian could not possibly find out what had been done even if he stayed six months in Germany. Hundreds of publishers in hundreds of cities made it possible to find those books published in the last ten years in which Americans might be interested.
>
> At the beginning of October I went to Leipzig to discuss the preliminaries with the Publishers' Association and, just as many Chicagoans smiled when I told them about the many thousand new books published, so the German publishers smiled when I proposed to them to have an exhibition in the beginning of January in conjunction with the American Library Association meeting. First, they said, there is no interest in German books in America; second, that the time was too short, and third that they did not care to do it. Nevertheless on October 15th invitations to participate in this exhibit were sent out.
>
> Before the war the Publishers' Association had very little influence with its members. During the stress of wartime the co-operation had become more marked, and so the exhibit became possible. Every member of the Association sent what he thought would be most representative. Even two cook books were sent!

The Exhibit Viewed Typographically

William A. Kittredge, director of design and typography of the Lakeside Press (R. R. Donnelley & Sons Co.) Chicago, said, "To one interested in or concerned with typography, printing and the graphic arts this exhibition is an impressive and inspiring demonstration of all modern engraving, printing and binding processes. Letterpress, lithography, collotype, photogravure and rotogravure are all used to their best advantage in interpreting the idea at



PART OF THE GERMAN EXHIBIT SHOWN AT THE BURNHAM BUILDING, CHICAGO, AT NEW YEAR

hand. Bindings, temporary and permanent, in paper, paper over boards, portfolio, cloth, and leather plain and hand-tooled, show with what agreeable versatility books may be designed and constructed to hold together.

". . . Thruout much of this book design is to be noted a spirited and lively handling of what too often becomes a dull and spiritless performance. One is impressed by the fact that the artist craftsmen who have worked on many of these books have been inspired in their work and not too much hampered by consideration of time and expense. . . .

"I cannot stop to name outstanding titles and comment on them individually. It is enough to say that anyone interested in any phase of printing or the graphic arts will here find actual demonstrations of bookmaking from unassuming pocket classics to privately printed and limited editions of large folios containing reproductions in black and white, and in color, of engravings, drawings, and paintings of great masters.

"In addition to the books in this exhibition there is a collection of large color prints, an inspiring art exhibition in itself. These color prints, facsimile reproductions of famous paintings ancient and modern, are a demonstration of what faithful quality modern German process printing has attained. . . ."

At a farewell luncheon on the closing day of the exhibit Dr. Schüler expressed the hope that it would be the means of correcting some of the misunderstandings that had arisen in regard to Germany and German publishers. Looking back over what had been printed on certain subjects of international interest, Dr. Schüler said that he was sure that Gutenberg would frequently have had cause to regret this invention. On the walls of a chapel of his old gymnasium, Dr. Schüler said that among other epigrams from writers of antiquity was one from Pindar: "Only he can heal who inflicted the wound." Applying this to mis-statements made by the press, Dr. Schüler said that the press alone could correct them.

In speaking on the coming changes in cultural relations, Professor Martin Schütze of the University of Chicago said that many people actively concerned in fostering culture had met in the exhibition rooms where they had not only examined interesting and beautiful books, but had also gained a clearer view of the recent trend of ideas and exchanged opinions and suggestions.

"This exhibition has come at the right time and in the right way. It contains the cream of much of recent German authorship and publication. It represents unsurpassed expertness in the making of books. . . .

"The men who brought this collection at much expense and labor, and by whose unfailing helpfulness and courtesy we have been touched, have made—I believe this can be said in all seriousness—the most momentous advance in the re-establishment of cultural relations between America and Germany."

The Library and the Bank: A Comparison

By MARY ELIZABETH DOWNEY,
Librarian, Denison University, Granville, Ohio.

ON comparing the library and the bank one is surprised to discover a natural similarity in surroundings, rules and regulations, routine and procedure. The library as well as the bank names its hours of opening and closing; certain holidays apply to one as well as to the other for patriotic or religious reasons: for example, the college library should close during chapel hours and at times necessary to be in harmony with the spirit and general policy of the school; Sunday observance of closing is the same so far as distribution is concerned; money as well as books occasionally needs mending and vandals mark both; overdue notices for books correspond to notices of overdraft of one's bank account.

In both there are certain analogies, between the buildings, their location, care and equipment; between the librarian and bank president and the library board and board of directors: the minting of money, corresponding to the publishing of books and other printed material: checking in and out of books, to that of the cashiers and tellers checking in and out of money. Then there is the same necessary accuracy in all details, the files and records; writing of names; patrons' deposit of books and cash. The one is supported by collective taxpayers, compulsorily, the other by individual depositors, voluntarily; in one the patron is often vouched for by guarantee, in the other identification is necessary to start an account: the property of the one is not taxable, while that of the other is subject to tax; the overdue book corresponds to the overdue note; rules and regulations are necessary to both.

We have records of storehouses for both money and books from ancient times to the present, and one has seemed as essential as the other in the development of our civilization. Money always has been the passport to the business world, while books are the keys to the storehouse of knowledge.

As a matter of accessibility to patrons who own and use what they contain, central location of buildings is of paramount importance both to the library and the bank, for there must be constant income and outgo of materials to make either successful. The buildings of both banks and libraries have become so standardized that few mistakes need now be made in the erection of either large or small buildings. Each has developed an architecture peculiarly its own and both interior and exterior should be made as beautiful as possible, as well as suitable to its purpose. These buildings must be so attractive as to draw people into them for either business they represent, for librarians as well as bankers are coming to have an appreciation of business methods.

The contents of both are valuable and require fireproof buildings if possible to assure safety to their treasure in money or books. Vaults are provided for the most valuable collections of both: in the one are placed money or its equivalent in mortgages, stocks, bonds, and notes; in the other books that are rare because of their age or money value. Earlier libraries, even within our memory, had grating around the loan desk similar to that around cashiers' quarters in the bank today. Still earlier storehouses for books kept them chained to desks and shelves for safe-keeping, which may have been a further suggestion from the care given to storing money. In addition to vaults both buildings must be equipped with such shelves, filing cases, desks, etc., as will make for the greatest efficiency and adaptation to the special purposes of each. The buildings of both must be kept scrupulously clean and neat.

The success of either depends on the turnover or circulation of its contents, and dividends accruing. The increase in the one is of its own kind—money: that of the other is increased knowledge to the community in general.

Consideration of which contents, money or books, are the more valuable, depends on the individual viewpoint of the user. One cannot go very far without money, but I once heard the president of a library board who was also the president of a bank, and who later left all his earthly possessions, some six hundred thousand dollars, to the public library of his town, say that the greatest return on any investment he could see was that made in the library.

Both the library and the bank must have plenty of material to meet the demands of patrons, and those responsible must know where it is and how to find it at any time. The library must be ready to meet the demand for any subject of information as well as to supply the call for recreational and inspirational reading. The bank passes out the money of its patrons as they ask for it. It also must be ready to make loans and to provide investments in bonds and mortgages to meet the demands of those who have something to show for value received.

The library and the bank not only serve those

* Given before the College and Reference Section of the Ohio Library Association, October 9, 1924.

who naturally come to them but also use every available means to reach a larger patronage. Publicity is as important to the success of the one as of the other. The bank advertises its rate of interest, opportunities for investment, and the advantages of saving. The library stimulates the use of its books in every way, by telling people how to use the library technically as well as by showing the value of cultivating a reading habit.

Each has a governing body as well as an executive. The bank has its directors and president, the library its board of trustees, or committee in the case of school libraries. The heads of departments and members of staff correspond one with the other; as tellers, cashiers, etc., of the one, and loan attendant, information clerk, cataloger, classifier, reference assistant, children's librarian, etc., of the other.

Again the careful, systematic organization of staff of each is similar. Expert service in either means ready service. One department must have such understanding of another as to correlate the whole efficiently. Harmony among the directors and trustees, the president or librarian, and the staff of the one is as important as of the other. From the highest to the lowest person connected with either, the same general qualities apply equally to those who serve the public, namely: pleasing manner and personal appearance; unquestioned integrity; knowledge and fitness for the work; faithfulness to duty; accuracy; carefulness of detail; understanding of human nature; courtesy; tact; patience; and intelligence.

The bank needs rules and regulations for the protection of all its clients. For the same reason the library must have rules and regulations for the protection of each of its users, and they must apply to all persons who have a right to use it. Many persons like regulations for the other fellow, but think of themselves as exceptions to the general rule.

The bank means business, asking and giving no excuses. So should the library. A man cannot go to the bank and say he will pay tomorrow when money is due. "Three days of grace" may be allowed. Nor can he say he thought he had given a check or paid an account. The check must show it. His money must be in the bank if a check is to be honored, or he must give something that means "value received" if he borrows from the bank. So with the return of books. A reliable person will not go into a library and say he will pay a fine later, with no intention of doing so. People are sometimes so careless as even to have no idea what they have done with books borrowed from the library. One could seldom be found so careless with a bank book.

At the bank one finds everything impersonal so far as cashiers or clerks are concerned. Everybody is agreeable so long as one observes regulations which are for the good of all. But try to give a check against an account when there is no money in the bank and one gets into trouble at once. So with the library. The attendants should be absolutely impersonal when books are in question. Friendliness with patrons has nothing to do with their duty to the library. In this respect they are expected to be as hard-shelled as bankers.

Some persons develop carelessness without criminal intent but which resolves itself into that. If everyone were perfectly honest and sufficiently careful there would be no need of cashiers in the bank. Everyone might be privileged to go in and help himself and make his own records.

Strange as it may seem, book thieving from libraries holds as strong fascination for certain persons as does that of taking money from the bank for others. Library history is full of these stories and pitiful some of them are, as in the case of a person who covets books that cannot be duplicated by purchase, but which have been used in the library until the user has acquired too great a fondness for them to leave them where they belong; or, of the scholarly theological student or would-be teacher, too poor to buy what he feels he must own by crook.

Even the methods of loaning material are similar, and one can see again how the library may have followed closely methods previously adopted by the bank. On giving a note backed by proper collateral or security of one or more other reliable individuals, stating the promise to pay on a given date, a person may borrow money from the bank, and if unable to meet the obligation when due, may renew the note under the same conditions as first given. In like manner the library lends its books. Formerly, and even now in many places, the application card carried the name of a guarantor for making good of any losses to the library on the part of the person whose card he signed. The signing of the book card in college libraries and renewal privilege still further marks this similarity of custom. Many a man has lost everything he possessed by being softhearted when asked to go security on notes at the bank and to others. So with the library when the person takes out a book and then turns it over to some one else or to a group such as a debating society, and forgets all about it. When the call comes from the library for the book he is very much surprised and often tries to shift the responsibility. But his

name is on the card and he is absolutely responsible till the book is returned.

The book card and the bank note are closely related. A borrower from the bank agrees to pay at the time the note is due, while the borrower from the library promises to return his book on or before the date due. While he may have opportunity to renew either the note or the book under certain conditions, if he fails to make good or to renew on the given date, he is a delinquent and liable to the penalties prescribed. The bank knows the financial standing of persons of the community, those whose reputation is good as well as those who are bad. So in the library one does not need to be at the loan desk very long to know which persons are reliable in promptly meeting book obligations, whether as to prompt return, or the payment of fines. One soon knows also who the chronic delinquents are. In checking overdues from week to week, certain names almost invariably appear. The bank would not tolerate this for a moment so far as money is concerned. If the library is to be managed for the good of all it cannot afford to be less lenient than the bank.

At the bank one makes out an account when putting in money, whether cash or checks, writing name, date, and amount deposited. In the college library the name and the date are written on the book card when the book is taken. The bank exercises great care in identifying everyone by full name. When a depositor starts an account he is asked to write his name on a card to be kept on file for reference as a precaution against forgery. In the library similar care is taken, as it is very important that the name be written a least clearly enough to be read. Nicknames should not be used. The bank would not accept a check so signed. Difficulty also arises when only the surname is signed. When more than one person has the same name it is impossible to tell which one is meant, or the sex of the borrower. In such cases both lists in the Student Directory often have to be gone thru, which takes time too valuable to be used in this way. The library as well as the bank should be very particular about signatures.

Again, when you send another person to the bank with your bank book and credentials, you are yourself responsible for what is done. So when the borrower asks some one else to return his books, he is himself responsible for any fines or penalties and not the one who returns them.

On the other hand the patron's interest at the bank must be safeguarded constantly. The bank must always keep on hand a reserve fund under careful supervision, in order to assure its safety in being able to meet demands of depositors at any time. So the library must at all times be ready to meet the demands for reference service and must withhold from circulation such books as are necessary to such constant calls in the library. Other books must be reserved at times, when the demand of a group is too great to be supplied in any way except for use in the library. The library also often contains books which cannot be replaced because of money value or rarity and for these reasons cannot leave the building.

The banking interests of the public are further safeguarded by state inspection. The auditor's office sends out expert accountants to go over the bank records at regular intervals to make sure that everything is as it should be. Likewise in a number of states, libraries are more or less carefully supervised and inspected by persons representing the state library, the state library commission, or the state department of education. Such service is very beneficial, increases the standards of libraries in such states, and brings about a continuity of service.

Now money has value only when in circulation. Bankers want it used as much as possible in order to show dividends on the principal. The bank returns in like kind, money for money, at a fixed rate of interest. So it is with books. Their only value is in being circulated, and the modern librarian wants them freely used. Dividends from the library are attained only by personal use of the investment in books and the return is in proportion to the mental effort put forth by the individual. While the bank is generally considered a commercial institution, both library and bank have educational and cultural value, for while the books of the one give it directly, the money of the other may provide the purchase price.

Some recent multigraphed lists compiled by the Pan-American Union Library in Washington, D. C., are, perhaps, the most extensive bibliographies on their respective subjects and would, if printed, form substantial volumes. One is a compilation of material on the Monroe Doctrine, another is on Existing Boundary Disputes: Argentine with Bolivia, with Chile and with Paraguay; Colombia with Nicaragua, Panama and Peru; with a special section on the Tacua and Arica dispute, etc., etc. Then there is a series covering the relations of the United States and Mexico, Panama, Columbia, the Dominican Republic. A few copies of these lists are available without charge to libraries. Including a 17-page list on forests and forestry the titles enumerated weigh about 29 ounces.

German and American Libraries Compared

THE Bavarian State* Library, one of the most venerable centres of science on the Continent, contains treasures collected by indefatigable effort spread over a thousand years. They show the culture of the early Middle Ages in magnificent testimony to the diligence of the monks who handed down to us the sacred and classical manuscripts. Evidence of the same continuity, paintings of most precious design, announce the zeal with which those pioneers of creed and science undertook their task. Then, too, the earliest monuments of the art of printing have become precious objects sought for by collectors thruout the world. These incunabula are represented by over 16,000 specimens in the Munich Library. Some American libraries may think of the old world libraries in the words of Melvil Dewey of forty years ago, when he characterized some of them as cisterns which take up but never give out anything, and their librarians as misers who pile up money without using it, satisfied with the possession of it alone. These strictures do not apply to the state libraries of Germany of today. They undoubtedly had a certain justification in the past. The glory of the great continental libraries depends chiefly upon the possession of all kinds of written and printed books dating from the earliest times to the present day.

The importance of these documents for research and the value of their physical make-up and artistic embellishment cannot be overlooked. As we turn the leaves of these volumes which have passed thru the hands of previous generations, and into which a famous scholar, statesman or other prominent man has written his name or made annotations, we appreciate the feeling of the happy possessor, we understand what impressions the new ideas may have exercised upon him, what information he may have obtained from it, how this book advanced him or even involved him in a revolution of spirit, the beginning of which he had not even foreseen. We preserve manuscripts which were paid for with landed estates, manuscripts to which scholars made pilgrimages as to a sanctuary, as the Italian law students and lawyers made pilgrimages to see the pandects of Pisa; manuscripts which occupied the time of special artists for years, like the "Breviarium Grimani" in Venice, the prayer book of the Emperor Maximilian in Munich, or the illuminated manuscripts from the library of Matthias Corvinus. Every old library on the Continent, be it in Cassel or Dresden, in Lille or Besançon, guards some unique treasure.

The difficulty of reaching the volume of work done by American libraries, in spite of the duties of conservation, will be overcome in time. In the intermingling of the old and the new we see not only no hindrance but rather the foundation of a progressive development. It preserves us, first of all, from two great errors: from the dogma of the infallibility of the present and the dogma of the national demarcation of science. If anybody recognizes the eternal mutual interdependence of the old and the new, the constant flux of opinion, it is the continental librarian. He will never reject the new owing to a too rigid conservatism, nor will he be moved by a nationalistic radicalism to burn the bridges behind him. To him "a thousand years are as a single day." With the same readiness and the same understanding he delivers to one inquirer the newest book of the day while to another he gives a parchment chronicle relating to the earliest times. To the one he gives the means of following the growth of an idea up to the very time when it was first made public thru being printed; the other he makes acquainted with the heroes and prophets of today.

* Substance of an interview with Dr. Wilhelm Riedner, Ober-Bibliothekar of the Bavarian State Library, Munich. By T. W. Koch.

Progress of the Library Survey

NOT a few of the many replies to the Survey questionnaire are most gratifying in the liberality with which additional sheets have been used to supplement the information given on the questionnaire itself. The information thus given is proving the truth of the statement that has been repeatedly made, that altho most of the questions can be satisfactorily answered in a few words, every library is likely to find that some can be adequately covered only by somewhat longer replies. To give this more extended treatment, of course, requires more time, but the results will be so much more valuable that the additional effort is worth while.

There seems to be no reason to fear that by inviting this supplemental information there will be danger of violating the adopted principle of reporting solely on facts, excluding all pure opinion of a theoretical nature. Opinion which is soundly based on established fact is desirable. For example, if a librarian holds that publicity thru the moving pictures is undesirable, but has never tried it, that is merely theoretical opinion, which we do not want. If he has tried such advertising, but cannot tell what the results have been, that is a fact, which will at least contribute to general information as to how widely libraries have adopted this form of publicity. If he has come to the conclusion,

after experience, that movie advertising is not desirable, and has therefore discontinued it, and can cite specific reasons for so doing, that is fact based on opinion, and the opinion is desired as explanation of the fact.

Up to the middle of January about 400 replies have been received. Naturally most of these are from the smaller libraries which had fewer questions to answer. Of libraries containing more than 100,000 volumes replies have been received from the Bridgeport Public Library, Buffalo Public Library, Oakland (Calif.) Public Library, Wilmington Institute Free Library, United States Patent Office Library, Amherst College Library, Catholic University of America, Cornell University, University of Missouri and University of Washington.

Motion Pictures Based on Literature

SELECTED BY THE NATIONAL BOARD OF REVIEW

AGE OF INNOCENCE, THE. Warner. 7 reels. Stars: Beverly Bayne, Elliott Dexter. Countess Olenska nearly wrecks happiness of young engaged couple; from Edith Wharton's novel (Appleton).

BARRIERS BURNED AWAY. Patne. 7 reels. Stars: Frank Mayo, Mabel Ballin. Great fire in Chicago; from the novel by E. P. Roe.

BATTLING BUNYON. Associated Exhibitors. 5 reels. Star: Wesley Barry. Garage boy becomes comic prize-fighter; from a story by Raymond Leslie Goldman in the *Saturday Evening Post*, March 15, 1924.

BELOVED BRUTE, THE. Vitagraph. 7 reels. Stars: Victor McLaglen and Marguerite de la Motte. Invincible until he encounters his brother's greatness of soul; from the novel by Kenneth Perkins. (Macaulay).

BORN RICH. First National. 8 reels. All-star. Riches and unhappiness; from the novel by Hughes Cornell (Jacobs).

CHORUS LADY, THE. Producers Dist. Corp. 7 reels. Star: Margaret Livingston. Chorus girl sacrifices her reputation to save her sister; from the play by James Forbes.

CLASSMATES. First National. 7 reels. Star: Richard Barthelmess. West Point cadet pursues rival to Amazon to clear his honor; from the play by Cecil B. DeMille.

CURLYTOP. Fox. 6 reels. Star: Shirley Mason. Tragic Limehouse story; from Thomas Burke's "More Limehouse Nights" (Doran).

DANCERS, THE. Fox. 7 reels. Girl's indiscretion at dance destroys her happiness; from the play by Gerald Du Maurier.

DEADWOOD COACH, THE. Fox. 7 reels. Star: Tom Mix. Lawless days of West; from Clarence Mulford's novel, "The Orphan" (McClurg).

FLAMING FORTIES. Producers. Dist. Corp. 6 reels. Star: Harry Carey. Romance of '49ers, from Bret Harte's "Tennessee's Partner" (Houghton).

FIFTH AVENUE MODELS. Universal. 7 reels. Star: Mary Philbin. Story of imprisoned artist and his daughter's courage; from Muriel Hine's novel, "The Best in Life" (Dodd).

FORBIDDEN PARADISE, THE. Famous Players-Lasky. 8 reels. Star: Pola Negri. Young queen of imaginary European principality has affair with her Captain of the Guard; from play, "The Czarina" by Lajos Biro and Melchior Lengyel.

GOLD HEELS. Fox. 6 reels. Race-horse makes good; from Henry M. Blossom's play "Checkers" by Henry M. Blossom, Jr.

IDLE TONGUES. First National. 6 reels. All-star. Gossip nearly wrecks life of man who goes to prison to shield his wife; from Joseph C. Lincoln's novel "Dr. Nye" (Appleton).

IF I MARRY AGAIN. First National. 8 reels. Star: Doris Kenyon. Man exiled to South America to avoid woman; from a story in the *Metropolitan Magazine* by Gilbert Frankau.

IN LOVE WITH LOVE. Fox. 6 reels. Witty story of girl who could not make up her mind whom to marry; from the play by Vincent Lawrence.

ISN'T LIFE WONDERFUL? Griffith. 9 reels. Stars: Carol Dempster, Neil Hamilton. Story of post-war conditions in Germany; from the story of the same name in Major Geoffrey Moss' "Defeat" (Liveright).

LET WOMEN ALONE. Producers. 6 reels. Go-getter insurance salesman wins his girl but has to win her uncle; from "On The Shelf," a story by Viola Brothers Shore in the *Saturday Evening Post*.

LOST LADY, A. Warner. 7 reels. Star: Irene Rich. Affair of young wife of old man with young man; from the novel by Willa Cather (Knopf).

NORTH OF 36. Famous Players-Lasky. 8 reels. Stars: Jack Holt, Ernest Torrence, Wallace Beery. Texas after the Civil War; from the novel by Emerson Hough (Appleton).

PETER PAN. Famous Players-Lasky. 10 reels. Star: Betty Bronson. Fairy play of boy who never grew up; from the play by J. M. Barrie (in story form, "Peter and Wendy," Scribner).

ROMOLA. Metro-Goldwyn. 14 reels. Stars: Lillian and Dorothy Gish. Tale of Florence in the 15th century; from the novel by George Eliot.

ROUGHNECK, THE. Fox. 8 reels. Star: George O'Brien. Son punishes renegade sea-captain in South sea island; from the novel by Robert W. Service (Barse).

SAINTED DEVIL, THE. Famous Players-Lasky. 9 reels. Star: Rudolph Valentino. Romance of a young Spanish bride abducted in Mexico; from Rex Beach's novel, "Rainbow's End" (Harper).

SANDRA. First National. 8 reels. Stars: Brbara La Marr and Bert Lytell. Conflict betweeen love of home and spirit of adventure brings unhappiness to wife; from the novel by Pearl Doles Bell (Watt)).

SO BIG. First National. 8 reels. Star: Colleen Moore. Name of boy who almost disgraces his devoted mother; from the novel by Edna Ferber (Doubleday).

TEETH. Fox. 7 reels. Star: Tom Mix. Dog unearths criminal and protects friends; from novel, "Sonny," by Virginia Brightman (Watt).

THIEF IN PARADISE, A. First National. 8 reels. Star: Doris Kenyon, Ronald Colman, Aileen Pringle. South Seas derelict impersonates lost son; from Leonard Merrick's novel, "The Worldlings" (Dutton).

THREE KEYS. Banner. 6 reels. Stars: Edith Roberts, Jck Mulhall. Three keys to a strong box; from the novel by Frederic Ormond (Macauley).

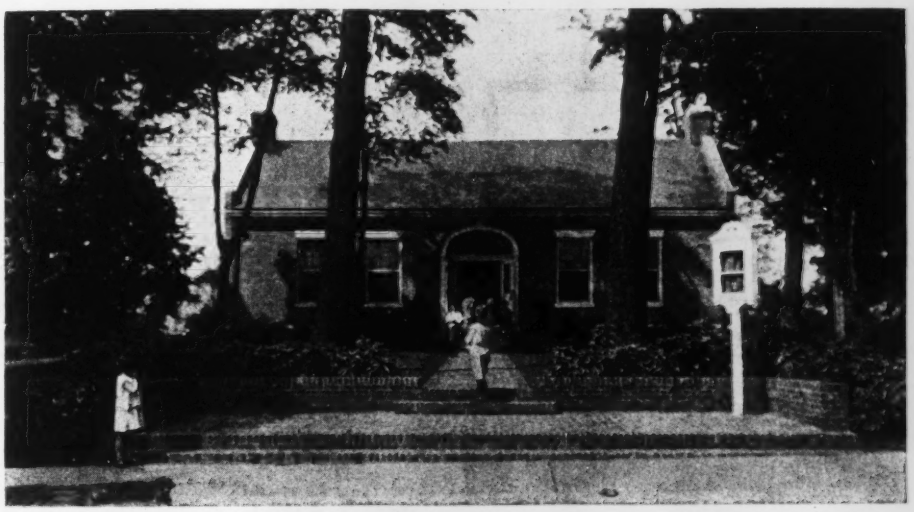
TONGUES OF FLAME. Famous Players-Lasky. 7 reels. Star: Thomas Meighan. Feud between Indians and citizens of town on land bought from them; from Peter Clark Macfarlane's novel (Cosmopolitan).

TOP OF THE WORLD. Famous Players-Lasky. 7 reels. Star: Anna Q. Nilsson. Girl goes to Africa to marry her fiance; from the novel by Ethel M. Dell.

TWO SHALL BE BORN. Vitagraph. 6 reels. Stars: Kenneth Harlan and Jane Novak. Son makes good; from Marie Conway Oemler's novel (Century).

WIFE OF THE CENTAUR. Metro-Goldwyn. 7 reels. Stars: John Gilbert. Eleanor Boardman. Aileen Pringle. Tribulations of amorous novelist; from the novel by Cyril Hume (Doran).

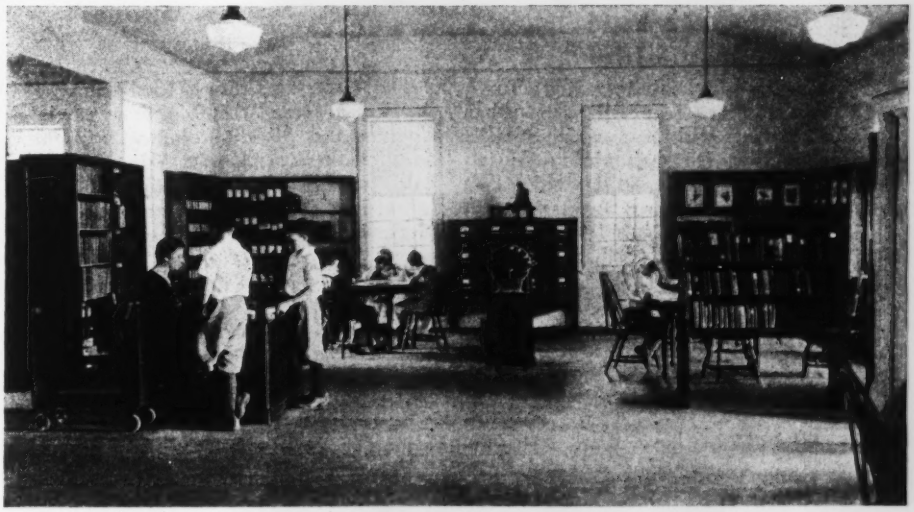
A Practical Small Library Building



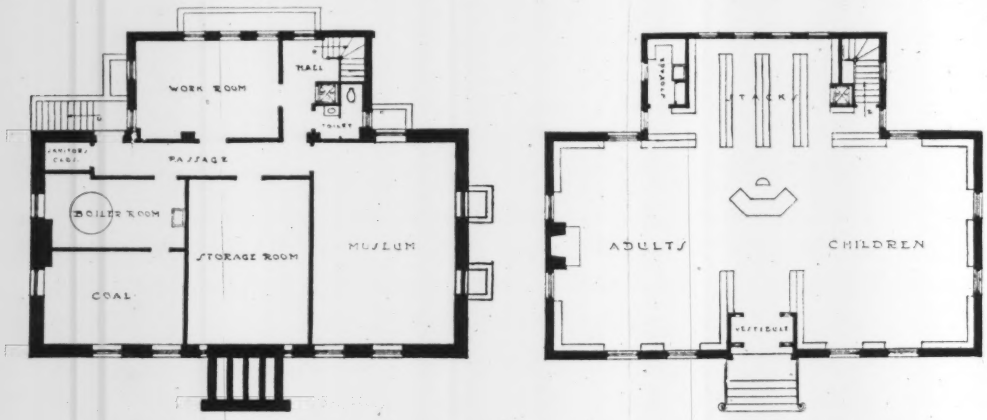
THE CHATHAM (N. J.) PUBLIC LIBRARY

A SMALL library building giving a home-like effect and erected at small cost is the new home of the Chatham (N. J.) Public Library opened in the fall.

The building which is of red brick with white marble facing can accommodate without crowding about 15,000 books, or nearly twice the present stock. The front is 50 feet in length and the depth 29 feet, excluding the extension for stock, storage, lift, etc. (shown in the plan on the next page) which measures 29 feet by 13. The plot allows for an extension later for a children's room beyond the stack making a dumbbell shaped building. As now arranged the adult reading room occupies the left half of the main rectangle and the children's reading room the right half except for a small corner for reference books screened off by a floor stack.



THE CHILDREN'S READING ROOM



PLAN OF THE BASEMENT (LEFT) AND MAIN FLOOR OF THE CHATHAM PUBLIC LIBRARY

The contract for the building and the architect's fee totalled $28,000, and the equipment six to seven thousand dollars. The main thing about the building is that it works, says Mrs. Lum, who as Miss Lynda Phillips, for many years Chatham's librarian, was consulted in the designing. Book lift, passages, work room, storage space, and a special sink near the flower display space which is a feature of the library, have been well provided for by the architects, Messrs. Visscher and Burley of New York.

The floor is of brown battleship linoleum, the walls are painted dull ivory, the tables and chairs are walnut with which the Library Bureau shelves and other equipment harmonize. An open fire contributes much to the cosy informal effect.

Books for the Blind

The Permanent Blind Relief War Fund, financed by contributions from all nations, has recently issued the following titles which are distributed free to libraries maintaining departments for the blind, the only condition being that in circulating them the requests from the war-blind shall have precedence over all others. In Braille, grade 1½, "The Three Musketeers," by Dumas, in 10v. has been embossed. "The Brushwood Boy," by Kipling; "Short Story Writing," by Barrett, 2v; "Captain Desmond V. C.." by Diver, 4v; "The Four Feathers," by Mason, 4v; "Growth of the Soil," by Hamsun, 5v; and the "Mystic Isles of the South Seas," by O'Brien, 6v. have been put into Braille, grade 2. Between forty and fifty French titles have also been published and will be sent to libraries upon request. Lists of these may be had from the Permanent Blind Relief War Fund, 730 Fifth Ave., New York City.

The books being embossed by the United States Veterans Bureau in co-operation with the American Foundation for the Blind are being distributed in a somewhat different way. Fifteen copies of each title are embossed for the use of the blind veterans who are now a part of the civilian population and for their convenience these copies are placed in five widely separated libraries. Additional copies are available for purchase from the American Printing House for the Blind, Louisville, Ky. About thirty titles have been put into circulation and thirty-five more are to follow. The selection is varied and forms a valuable addition to the literature in Grade 1½. The first book to be embossed was the second part of Page's Letters, the first part having been put into Braille thru the A. L. A.

The Canton (China) Christian College Library has some 16,500 well selected books in English and 37,500 volumes in Chinese. In addition there are kept on file over 200 periodicals, weeklies and monthlies, general and technical. Daily newspapers from Canton, Hong Kong, Peking, Shanghai and Tokyo are taken.

The classification of the foreign library is based upon the Dewey decimal system, with the exception of the books on China, for which there is a special classification. As far as available, Library of Congress cards are used, and further, the Library subscribes to all cards issued relating to China, whether the books represented by the cards are in the College Library or not. This bibliography of China is kept in a separate file and, containing both author and title cards, affords an index to a large part of the existing foreign literature on China.

THE LIBRARY JOURNAL

TWICE-A-MONTH FEBRUARY 1, 1925

THE best kind of internationalism is illustrated in the munificent gift of John D. Rockefeller, Jr., for the rehabilitation of the University of Tokyo Library, destroyed by the earthquake and more completely by the fire resulting from it, which left from the collection of 800,000 volumes in the library but some shelffuls of salvage. The old saying "Where you see a head, hit it" is replaced by this wise and generous giver with the motto "Where you see a need, fill it," for this donation follows quickly upon the splendid gift of the International House in this city for the accommodation of the foreign students in the universities in New York. Mr. Rockefeller's gift comes after that of £25,000 made by the British Parliament—a kind of liberality which is not permitted to our own Congress—and splendidly exemplifies the fashion in which American private generosity more than makes up for the prohibition of any such use of public funds. Gifts of books for the University of Tokyo Library have been so many that it is not yet possible to report either upon quantity or quality, but it is estimated that something like 100,000 volumes have come from America, and later we shall be able to state what are the needs which have not been in some measure filled by donations of books.

ANOTHER international field is suggested by the start, thru an organization known as the Friends of Mexico, of an English library in Mexico City, which the Mexican Department of Education, that has shown remarkable interest in library progress, offers to house in the Mexican capital. Donations of books for this library may be sent to the Library for Mexico, 11 Broadway, where the committee is headed by Thomas Mott Osborne, well known for his altruistic work in prison reform and his international sympathy. By stretching hands across sea to Japan and hands across the border to Mexico we best illustrate and prove the friendliness which is really felt by the American people, despite congressional foolishness and newspaper sensationalism, for other peoples of the world, tho they do not speak our own language nor are of our own race.

THE vetoed bill to raise postmen's salaries and the bill to raise corresponding revenue have been combined in a single measure presented with some variations to the Senate and House by their respective Committees. Neither bill provides for the proposed library post desired with especial reference to rural libraries. Both bills impose a service fee of two cents on each parcel post package, retain five cents for the initial pound and make the rate of one cent per pound or one cent for two pounds, in the respective bills, for deliveries within the radius of any one post office. As the average book weighs between one and two pounds, this means at least eight cents for each library book, or sixteen cents for delivery and return, which is prohibitive. No definite proposal for a library post rate has been pressed before either house, but a suggestion is made that a service fee of two cents, which is a not unjustifiable proposal, coupled with an abandonment, at least for books, of the higher charge for the first pound, would permit a single book of average size to be sent out for four cents and a package of ten pounds for twelve cents, a change which might prove of definite value to rural libraries. Altho it is doubtful whether postal legislation will be passed at this session, it might be advisable for librarians to write senators and representatives, urging something in the nature of reduced rates for books, especially from rural libraries.

THE copyright situation has reached its most interesting and probably decisive stage, in the presentation at this congressional session of the bill fathered by the Authors' League of America and prepared by Thorvaid Solberg, Register of Copyrights, from his twenty-five years' experience in that office and fifty years' participation in copyright progress. The bill has the cordial endorsement of authors of all classes, as it accepts fully the general principles of copyright and removes most of the restrictions, assuring to creators of intellectual property copyright from the creation of their works without formalities and for life and fifty years thereafter. Librarians have reason to be entirely satisfied with the bill as it stands. Opposition comes chiefly from the mechanical music companies and criticisms of particular sections from the motion picture interests, the printing unions, and from the American publishers for the safeguarding of English authors. Section 41 of the bill restricts importation of books by American authors, that their contracts with pub-

lishers for the American market may be safeguarded. But this provision does not extend to foreign authors where editions are manufactured here under assignment, and for this reason American publishers present a modified section which provides that when a foreign work has been manufactured in this country, under assignment of the United States copyright to an American publisher, importation of such works, as well as American works, should be prohibited, except with the consent of the American proprietor, but with the proviso that public libraries or branches thereof should be permitted to import copies, one for each, of the original edition of such foreign works, if the American publisher declines or neglects to furnish the copy at the equivalent of the foreign price plus transportation cost. This is in the nature of a compromise between librarians and publishers, which has not thus far been accepted by the A. L. A. committee, but may prove a basis for settlement of an acrimonious difference of opinion between two important factors in the distribution of books and measurably satisfy the printing unions. Strong efforts are being made to push the Solberg bill to passage during the remaining weeks of the present session, but it is more probable that the question will go over until the meeting of the new Congress later in the year.

LIBRARY ORGANIZATIONS

A. L. A. SEATTLE CONFERENCE

Travel Announcements

THE approximate travel prices for the Seattle Conference are: Round trip, Seattle and return via Northern routes are (the second figure quoted is the cost of a Pullman lower both ways): New York, $138, $69; Boston, $145, $71; Washington, $130, $67; Pittsburgh, $113, $69; Detroit, $101, $58; Cleveland, $105, $58; Chicago, $86, $51; St. Louis, $81, $54; St. Paul, Minneapolis, $72, $42. Pullman upper is four-fifths the price of lower. For return via California add $18 to railroad fare, and about $11 to Pullman lower price. Summer excursion rates to Seattle are good by any route, whether delegates go with special party or not. Stop-overs returning are liberally provided.

The route of special party travel will be from New York over the Baltimore and Ohio R.R., via Washington to Chicago; the Burlington route thence to St. Paul and Minneapolis, where on the forenoon of July 1 the party will be entertained by the librarians of the Twin Cities. The special train leaving Minneapolis at 1 p.m. over the Great Northern Ry. is due at Glacier National Park July 2 at 9 p.m., where the night will be spent at the Glacier Park Hotel. The two-day trip thru the Park will be by auto to Many Glacier Hotel via St. Mary Chalet, where the second night will be spent and opportunity given during the afternoon for sight seeing there (or for $4 a saddle horse trip to Iceberg Lake). The second day includes automobile and launch to Going-to-the-Sun-Chalet, and return to Glacier Park Hotel for dinner. The special train leaving the hotel at 7 p.m. is due in Seattle Sunday night, July 5.

Those intending to go should register for the train as follows: New England delegates with F. W. Faxon, 83 Francis Street, Boston: North Atlantic States delegates with Franklin H. Price, Free Library, Philadelphia; Central States with John F. Phelan, Chicago Public Library; those from Missouri, Iowa and points west of Chicago, who will join party at St. Paul, register with Charles H. Brown, Iowa State College Library, Ames. Registration will be taken to include the Glacier National Park trip, and room mate should be named. Mr. Faxon will attend to the rooming on the Park trip, which costs $32.50 including hotels, meals, auto and launch.

Alaska. Cost about $100. This trip is now assured, about seventy already being registered. Others intending to go must notify Mr. Faxon at the earliest possible moment or space on the steamer will not be available. The 2000 mile cruise in land-locked waters with mountains on either side is an unusual opportunity. Glaciers, snow capped mountains, baby icebergs, quaint towns, Totem poles, daylight until long after bed time, and many beautiful summer flowers are some of the attractions of the trip which includes Alert Bay, Ketchikan, Wrangell, Juneau (Alaska's capitol), and Skagway.

It may be possible to make a two-day excursion inland from Skagway (cost $35 extra) which seems so well worth while that reservations are requested for it. The White Pass & Yukon Ry. takes scenic course up over White Pass to the international boundary, thence for twenty-seven miles along the shores of Lake Bennett to Carcross where transfer to a steamer is made. All the afternoon the trip leads inland, giving fine views of high mountains and

the primeval Alaskan interior. Night is spent on this steamer at West Taku Arm, and the trip back to the steamer at Skagway is made the next day. As accommodations of the Taku Arm steamers are limited and bookings are already coming in for July, immediate reservation ought to be made with Mr. Faxon for this side trip.

Rainier National Park. Mt. Rainier is about ninety miles from Seattle, and a post-conference, three-day trip there is planned for those not going to Alaska. The party leaves Seattle July 11, 7:30 a.m. by train for Ashford, and goes thence by auto-stage into the Park to Paradise Inn, high on the side of the wonderful mountain. With the prospect of guidance by a professor of the department of geology of Washington University, the A. L. A. party will have a most interesting and instructive trip. Summer flowers beside the snow banks, the Nisqually Glacier, and opportunity to climb Mt. Rainier make such a trip alluring. The total expense from Seattle (return on July 14) will be about $36. Register as soon as possible for this trip with Charles W. Smith, University of Washington Library, Seattle, as the tentative reservations now made must be definitely confirmed that rooms may be had at Paradise Inn.

For details and reservations, address members of Travel Committee: F. W. Faxon, 83 Francis St., Boston, Mass.; Franklin H. Price, Free Library, Philadelphia, Pa.; John F. Phelan, Public Library, Chicago; Charles H. Brown, Iowa State College Library, Ames, Iowa.

LEAGUE OF LIBRARY COMMISSIONS

BESIDES informal discussion of library problems and a comparison of policies the opportunities of the League of Library Commissions to assist in the work of adult education were detailed at the annual meeting held in Chicago January 2nd, with President Milton J. Ferguson in the chair.

Matthew S. Dudgeon spoke on the latter topic. He said that the problem of adult education had centered unduly on large libraries. The problem is what can be done where there is only a small library or none at all. There, he said, is where the state commission can do effective work. He called for endorsement of the efforts of the Commission on Adult Education and for assistance in collecting information on the activities of small agencies. The fifteen state commissions represented volunteered aid in collecting and reporting data from small agencies. C. Seymour Thompson, representing the Survey Committee, suggested that commission secretaries provide lists of school libraries to which a questionnaire should be sent, inasmuch as the latter has not been issued to libraries of less than 5,000 volumes. The desirability of the questionnaire's returning thru the library commission offices in order to insure accuracy and to minimize misleading statements was discussed.

Speaking on the relationship in small communities between the school library and the public library, Arthur R. Curry stressed the close relationship between the Indiana Library Commission and the Department of Public Instruction. The Commission is allowed to set the standard for the school reading courses. Mr. Jackson, superintendent of schools in Wisconsin, said that there is a difference between the book habit and the library habit and that school children must be sent to the public library if the library habit is to be formed.

Library visits are of two kinds, said Julia A. Robinson, speaking on practice in Iowa, first, those of supervision and advice made generally by the secretary, including conferences with the librarian and library board and a general survey of library problems; secondly, visits for organizing made by the regular organizer to libraries just beginning and to libraries where trained librarians are not employed. The library commission is not warranted in giving organizing help where a trained librarian is employed or where the library is able to pay for temporary trained assistance. Tax-supported libraries are entitled to aid first, but help is given to small libraries making a beginning under library associations and without tax support. Aid is also given in organizing school libraries, not only to raise the standard but to create a sentiment for a school library supervisor under the library commission rather than under the Department of Public Instruction.

Fixed-group versus open shelf collection for loans thru traveling libraries were compared and contrasted by Clara F. Baldwin. Miss Baldwin said of the twenty-eight states reporting, one has fixed groups only, ten have entirely open shelf collection, and seventeen, fixed groups supplemented by open shelf collections. Seven states have changed from fixed groups to open shelf collections. Two are gradually changing. Her conclusions were that fixed groups have the advantage of speed and economy in handling requests, make less work and can be operated with small clerical force, and preclude the demand for nothing but fiction. Disadvantages are that they do not always fit the need of the community, there is no freedom of choice and they are more expensive to the borrower. Books cannot be kept in circulation as constantly and libraries must be broken up and revised frequently. Open shelf collections give the borrower freedom of choice, are adaptable in size and contents to special as well as

general needs, do not duplicate local collections, are up to date, and the books can be rebound without keeping other books from circulation. Disadvantages: They take more time to operate, require more expert help and more shelving space, more money for books and fail to call attention of the borrowers to books of which they know nothing.

Anna May Price spoke on library meetings. She gave the function, the relative importance and the mutual helpfulness of the district, the state and national meetings. Miss Price said that district meetings increase attendance at the state meetings and help the program of the state meetings by relieving them of small technical questions. She said that as state associations become stronger the attendance increases at the national meetings.

Mrs. Charles E. Merriam, speaking for the Films Council of America, urged that film councils be organized in every community in order to mobilize for the production of wholesome motion pictures. Isabella M. Cooper consulted the League on the form, contents and treatment of the new edition of the A. L. A. Catalog to be issued in 1926. Julia W. Merrill asked for the publication of a simple handbook on rural library service for the use of national social workers.

Officers are: President, Milton J. Ferguson; vice-presidents, C. B. Lester and Louise Jones.

FANNIE C. RAWSON, *Secretary.*

UNIVERSITY LIBRARIANS

A SESSION on Friday afternoon was devoted to a discussion of the departmental library problem. Mr. Walter read a paper based on some twenty replies to a questionnaire which had been sent out to various universities. Mr. Walter found that every university reporting had some departmental libraries of which those for Law and Medicine were usually the largest. Generally, at least a part of the expense of the departmental system was carried not on a general library budget but on departmental library budgets. At the same session Mr. Kaiser of the University of Iowa read a suggestive paper on the teaching function of the University Library. He argued that every university library should offer to its student body both elementary courses in the use of the library and advanced courses in bibliography.

At the second session, Mr. Bishop presented a proposal for a division of the field of purchase, suggesting that a greater success would attend this effort if instead of asking certain schools not to purchase in certain fields, they be asked to specialize and purchase everything available on certain subjects. The meeting then turned to the main topic of the day which was building plans. Blueprints or drawings for seven recent or proposed university buildings were mounted upon the walls. Several others were described by the respective librarians. The discussion was very helpful to those who were planning new buildings.

Officers for the new year are: Chairman, Edward A. Henry, Chicago; secretaries, Charles H. Brown of Iowa and Olive Jones of Ohio.

MID-WINTER CATALOGERS CONFERENCE

THE first mid-winter catalogers' conference (about seventy-five present) was held at the Hotel Sherman, Chicago, on January 2d.

Preliminary committee reports by Miss Lamb of the University of Chicago Library on the registration of catalogers, by Miss Wallace, Indianapolis Public Library, on music cataloging, and by Mrs. Jennings on the organization of regional groups, were presented followed by questions and discussions.

Lillian M. Carter of the Milwaukee Public Library, presented the problems of reclassficatioo in libraries and the difficulties arising from the use of two classifications at the same time. Esther A. Smith, University of Michigan library, Laura Smith, Cincinnati Public Library, and others gave their experience in reclassifying the libraries represented. It was suggested that during reclassification only one classification be used on open shelves while in the stacks two classifications are not so objectionable. Reclassification is a long and costly process and libraries should consider carefully before undertaking the work.

Susan G. Akers, instructor in cataloging at the University of Wisconsin Library School, asked for suggestions as to possible points for special emphasis in a one-year cataloging course. Serials, government documents, more emphasis on the principles of cataloging with less drill in form, the encouraging of catalogers to cultivate specialized fields of knowledge were among the suggestions offered. James I. Wyer mentioned that no library school had a second-year course in cataloging covering in an extremely detailed fashion the points emphasized in the discussion and that such a tentative plan in detail would probably be much appreciated by the Board of Education for Librarianship in its consideration of an advanced school. The meeting adjourned with the following resolution:

Resolved, That the A. L. A. Catalog Section recommend to the consideration of the Board of Education for Librarianship definite special courses in cataloging for the curriculum of an advanced school of librarianship.

JENNIE T. JENNINGS, *Chairman.*

IN THE LIBRARY WORLD

RHODE ISLAND

Providence. The Rhode Island Supreme Court in a majority opinion handed down Dec. 30, 1924, sustained the Superior Court in dismissing a bill in equity brought by owners of private circulating libraries, as citizens and taxpayers, seeking to prevent the payment of state aid to the Providence Public Library so long as it continues to charge two cents a day for recent books of fiction in competition with the business of the complainants.

The majority opinion was that the regulation of the State Board of Education permitting the library to maintain the duplicate pay system while enjoying state aid was reasonable and within the power of the board. The small sum received from the state has been used for the purchase of children's books and not for the benefit of the pay collection. "Taking a common sense view of the problem, it must be said that the 'free use' of said library as required by the statute is secured to the public."

MASSACHUSETTS

Boston. To a questionnaire on positions and salaries of graduates of the Simmons College School of Library Science, similar to that summarized in the LIBRARY JOURNAL for February 1, 1924, 341 (or 90 per cent) replies have been received. Of these 116 were from regular four-year B.S. (CI) graduates, 119 from graduates of other colleges who took the one-year course, 43 were "specials" and 13 "partials."

Of these 317 are in permanent full-time positions; seven are doing temporary or part-time library work; two are leaving on account of marriage; seven have withdrawn for the present to fulfill other duties; and eight are temporarily unemployed, but expect to return to work with the new year.

Vacations are unexpectedly generous. 24.6 per cent range from six weeks to four months, chiefly in college and school positions. 55 per cent have the normal four weeks or a month. 19 per cent, chiefly in business libraries, have two or three weeks. The length of vacation one would expect to be inversely proportional to the amount of salary, but quite often the amount of vacation and the higher salaries go together. Disregarding the varying lengths of vacation, the salary statistics are:

	Median	$2000 and over	Under $1500
Graduates from the 4-year course	$1700	23%	19%
Graduates of other colleges with the Simmons one-year course	$1820	39.8%	14%
One-year specials	$1800	331/3%	12.8%
13 partials	$1440	37%	53.8%

For the full-time group as a whole almost exactly 60 per cent received $1800 or more. $1800 is also the median salary for the group, and that received by the greatest number of individuals, 43 persons, or 13.5 per cent. 30 per cent received $2000 or upward. Four persons earn between $3000 and $4000. 19 per cent below $1500. Ninety persons reported salary increases during the year; seven, decreases.

First position salaries of 40 graduates ranged from $1200 to $1680, the median being $1400. There were twelve others, most of whom returned to libraries from which they were on leave. The inclusion of their salaries would, of course, raise the figures greatly, but it would be misleading.

The school in its annual letter says:

From October 1, 1923, through September 30, 1924, the School received 303 direct applications from employers to suggest candidates, and mentioned possible candidates in 252 of these cases. Seventy positions were filled, and a number of others offered to Simmons women, but declined for various reasons, such as insufficient salary, home ties, geographical location, climate, uncongenial work.

As the reputation of the individual graduate grows, naturally offers come to her direct, and we have been informed of 41 changes of this kind. . . .

Thirty-three were librarianships. . . . Normal and high schools have absorbed 16 persons, and children's work 8 or 10; cataloging 21, and business 4.

It disturbs me somewhat to find that only a third of the year's 116 are in the service of the American public library. . . The requests from public libraries were 31 per cent of the total number received. College and school libraries get their applications for members of the graduating classes earlier in the spring than public libraries, usually, which gives them 'the edge' there. In 21 cataloging positions only 4 went to public libraries. . . .

JUNE RICHARDSON DONNELLY, *Director.*

NEW YORK

New York City. Again outgrowing its capacity of two floors in the building at 354 Fourth Avenue, the Baker and Taylor Company has moved into new quarters at 55 Fifth Avenue, at Twelfth Street, where it is afforded the advantages of proximity to publishers, excellent trucking facilities, and easy access by subway, tube, elevated and bus. Ninety years ago, in 1834, the first office was opened at 259 Pearl Street, a branch of the business begun in Hartford in 1830 by David F. Robinson and B. B. Barber, who had opened a bindery and bookstore and published historical and subscription books, soon after entering the schoolbook field with great success. Since that time the firm has accompanied the growth of the city and has made its home in Wall Street, Pearl Street and

Broadway. It became the Baker and Taylor Company with the move to 9 Bond Street, and subsequent moves took it to 740 Broadway, 5 East Sixteenth Street, 33 East 17th Street, on the north side of Union Square, and in 1915 to the Fourth Avenue building recently vacated. In its new quarters the company has as close neighbors the Macmillan Company, just across the avenue, near the New York office of Ginn and Co. The Robert M. McBride Company is four blocks north and the American Book Company four blocks south, on Washington Square. Longmans, Green and Co. and the A. N. Palmer Co. are in the same building and will be joined by the Oxford University Press in another year.

The "Statement of Policy" made by Nelson Taylor in 1896 applies well to the activities of the firm today. "We claim to be the most useful organization there is for supplying the trade with miscellaneous books and school books. . . . We claim to be able to find books which are difficult to get at and to dig out, i.e., books which are not current, and we claim that our organization is so thoroughly efficient that when we receive a man's business we can give him thorough service. . . . We carry a large stock to choose from, have the best facilities for assembling and shipping with the greatest dispatch the most miscellaneous and difficult orders, and we claim on account of our large business that we can give our customers a bottom price. . . ."

PENNSYLVANIA

Philadelphia. Beginning September, 1925, the Drexel Institute School of Library Science will require for admission a bachelor's degree from an approved college or university. This change in entrance requirements has been made on account of the demand for trained librarians who have a college education.

GEORGIA

Atlanta. The Carnegie Library closed its twenty-fifth year with a circulation of 640,541 books and plans for the near future look to expansion of the present main building by the addition of a third story; the erection of two more branch buildings and deposits of books in the schools.

The twenty-fifth anniversary celebration was planned with the co-operation of the newspapers and all other agencies in a position to help to make the work of the library known. Some fifteen thousand copies of a four-page leaflet "A Little Story of a Big Work" were distributed by merchants in their monthly statements and by clubs, schools, etc., and on Visitors' Night each department of the Library had its exhibit showing its part in the Library's work.

ALABAMA

Birmingham. The Birmingham Public Library which recently secured a bond issue for $650,000 for the erection of a new central building has now acquired an almost ideal site at low cost. This site for which but $16,800 is paid is worth to the library perhaps ten times that amount, for it faces a beautiful park, has on three sides quiet streets and is but three and a half blocks from the center of the city. The interest on the bonds will practically cover the cost of the site upon which will stand a four-story building with basement, covering 149 by 100 feet and providing 25 to 35 per cent more space than wll be needed for the Library for the next few years.

MISSOURI

St. Louis. The Public Library has for circulation about 7,000 slides for use with the ordinary form of exhibition lantern, and about 15,000 post-cards and pictures on post-card mounts, suitable for use with a reflectograph. These may be taken out in groups of about 50, assembled in any way that may suit the user's purpose. The Library lends a lantern to anyone for use in the Library or its branches, with these slides. The material covers a large variety of subjects, and those who have large reflectographs may borrow prints of larger size than those mentioned.

JAPAN

Tokio. A gift of four million yen, or about $1,600,000 has been made by John D. Rockefeller, jr., for the rebuilding and restocking of the Imperial University of Tokio. The gift is made without condition, Mr. Rockefeller's cable merely saying that he would appreciate it if the President, Mr. Kozai, the chief librarian, Mr. Anasaki and Dr. Takuma Dan might form a committee of three with full power to disburse the fund.

The University whose alumni now number 25,000 has seven faculties: law, medicine, engineering, letters, science, economics and agriculture, and the library, consisting of 800,000 volumes in a main, and three departmental, libraries was completely destroyed in the fire following the earthquake of September, 1923.

"The Bookman's Glossary," by John A. Holden aims at providing for those interested in the production and distribution of books a practical guide to terms used in book-publishing and allied trades: paper-making, printing, binding, illustrating and publicity. It includes in one alphabet technical terms and brief personal references to printers, type designers, binders, etc. (New York: R. R. Bowker Co. 127p. $2).

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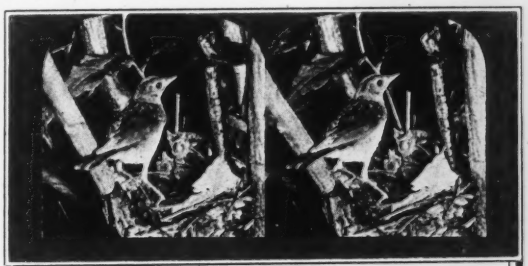

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AMONG LIBRARIANS

ADAMS, Katherine, a graduate of Wellesley and this year a student at Simmons College School of Library Science has been awarded the Massachusetts Library Club scholarship of $200.

AVERY, E. Gertrude, chief children's ln. of the Cincinnati P. L., appointed field representative to make a survey of local organizations with a view to providing a basis of better work between the Public Library and the social educational business and cultural activities in Cincinnati.

BARRETT, Emelyn M., 1924 Pratt, who returned to the Silas Bronson L. at Waterbury, Conn., as an assistant, has recently been made head of the circulation department.

BOWLES, Anna Laura, 1921 Washington, is head of the Green Lake Branch, Seattle.

BUNDY, Irving Roche, 1911-12 New York State, since 1920 secretary of the Missouri Library Commission and formerly librarian at the Leavenworth (Kans.) Public Library and at the Kirkville (Mo.) Normal School succeeds Jesse Cunningham as librarian of the St. Joseph (Mo.) Public Library on February 20.

BURK, Hazel, 1922 Los Angeles, is ln. of the Spencer (Ind.) Public Library.

CULBERTSON, Gladys I., 1923 Pratt, formerly of District of Columbia P. L., is now hospital librarian in West Roxbury, Mass.

CUNNINGHAM, Jesse, 1910 New York State, who is just about to complete his ninth year's service as librarian of the St. Joseph (Mo.) Public Library becomes ln. of the Cossitt Library at Memphis, Tenn., in March, succeeding the late Charles D. Johnston, for 26 years librarian there.

EDWARDS, Elizabeth, 1923 Washington, is assistant in charge of the work with children and schools, in the Salem (Ore.) P. L.

FISHER, Paulina J., 1911 Wisconsin, of the branches department of the Cincinnati P. L., appointed head of the Readers' Bureau to handle the special "adult education" work of that library, comprising the preparation of reading lists, personal service work in book selection, and "ready reference," all of which will be conducted in the library's main entrance hall.

GIRTON, Ruth, 1919 Los Angeles, has resigned her position in the Harrisburg P. L., to take charge of the children's work in the St. Joseph (Mo.) P. L.

GOFF, Mrs. H. S. (Marie Simon, 1923 Drexel), is assistant librarian in the technical library of E. I. du Pont de Nemours Company, Wilmington.

HIRSCHMAN, Bernice, 1924 Drexel, is organizing the Y. M. H. A. library in its new building at Broad and Pine Streets, Philadelphia.

HOIT, Doris, 1918 Washington, appointed head of the Sterling Branch at Cleveland.

HOWES, Robert A., has been appointed assistant to the director of the Boston P. L. Mr. Howes is a graduate of Colorado College and of the Harvard School of Business Administration, he has spent a year at the Harvard Law School and has had experience as manager of a realty and building corporation, some work as a public accountant and as acting cashier and assistant treasurer of Colorado College.

INNESS, Mabel ln. of the Bureau of Municipal Research L. of Philadelphia appointed ln. of the A. K. Smiley L. at Redlands, Calif., succeeding Gwendolyn Tinker resigned.

KING, Isabelle A., 1921 Pratt, asst. ln. of the Thomas Crane P. L., Quincy, Mass., is now head of the circulation department of the Youngstown (Ohio) P. L.

LAMB, George H., has resigned as librarian of the Carnegie Free Library of Braddock, Pa., after service for twenty-three years. The Braddock Library is the first Carnegie Library in this country. It is an institutional library. Rev. V. D. Kline, a local Episcopal minister, has been selected to fill the position.

LEEDS, John Bacon, 1924 Drexel, is assistant curator of the Commercial Museum, Philadelphia.

LEIPER, Katherine S., 1900 Drexel, has since leaving the Library of the University of Pennsylvania opened The Quill Book Shop, 116 South 18th Street, Philadelphia, which is, according to the *Publishers' Weekly* for January 3, one of the prettiest and most interesting small shops in the east.

LOECK, Bessie (M.A. Univ. of Iowa, 1923), reference assistant in the University of Iowa Library, has selected "The Teaching Function of the University Library" as the subject of her forthcoming doctor's dissertation. The work will not be completed for several years. This announcement is to correct the note under "Locke" in our last "Among Librarians'" page.

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McKINSTRY, Ruth E., 1917 Pratt, asst. ln. of the New Jersey Public Library Commission, becomes ln. of the Stamford (Conn.) High School on February 9.

MILLAR, Zana K., 1905 Western Reserve, consulting librarian for the Library Bureau, New York City, and formerly of the Chicago office, becomes librarian of the Chazy (N. Y.) Central Rural School Library, February 1, succeeding Helen A. Russell, 1916 Simmons, who will spend some time travelling with her family.

MITCHELL, Hortense Stetler, 1916 Western Reserve, appointed assistant to the Supervisor of Children's Work for the Los Angeles P. L.

MORGAN, Jeanette C., 1914-15 New York State, assistant librarian in the Senior H. S. at San Diego, has been promoted to the position of supervising ln. for the San Diego City Schools.

PEASE, Eleanor, 1923 Simmons, has resigned her position at the University of Cincinnati, to become assistant at the Woodward High School Library, Cincinnati.

PRICE, Marian, 1900 Drexel, ln. of the Parlin Memorial L., Everett, Mass., appointed branch librarian in Pittsburgh.

ROONEY, Margaret, 1919 Los Angeles, is doing library and secretarial work in the Food Research Institute at Stanford University.

SHILEY, Anne L., 1907 Pratt, formerly of the Documents Office in Washington, has joined the catalog division of the Library of Congress.

SMITH, Dorothy E., formerly club leader for the Cleveland Public Library appointed January 1 to have charge of the work with schools of the Portland (Ore.) Public Library.

TRAVERS, Sarah H., who has been working temporarily in the reference department of the New York P. L. appointed reference ln. of the Bridgeport P. L.

WALKER, Louise, appointed ln. of the Tyler (Texas) P. L. Miss Walker has been librarian of the Houston Heights branch of the Houston Public Library since she finished the courses in Library Science in the University of Texas.

WHITE, Jane, formerly of The Indexers, Chicago, has joined the staff of H. M. Byllesby & Company Library.

WOOSTER, Harold A., who has been librarian of the Westfield (Mass.) Athenaeum for the past five years succeeds Frank H. Whitmore as librarian of the Brockton (Mass.) P. L. in March. Mr. Whitmore's appointment to the librarianship of the East Chicago (Ind.) P. L. where he succeeds Orlando C. Davis has already been announced. Mr. Davis in turn becomes ln. of the Hammond (Ind.) P. L.

WRIGHT, Esther G., 1916 Syracuse, formerly ln. of the Alexander Hamilton Inst., New York, is temporarily reviser of students' work for the American Correspondence School of Librarianship.

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Law, F. H., *ed.* Modern plays, short and long. Century. 6p. bibl.

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See also EMPLOYMENT AGENCIES

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See also U. S.—FOREIGN RELATIONS—MEXICO

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TRANSMISSION. *See* TELEPHONE

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Martin, T. P., *ed.* List of references on the history of the U. S. Austin: Univ. of Texas. 33p.

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Wildman, Edwin. The founders of America in the days of the Revolutiona. . . . Page. 6p. bibl. $2.

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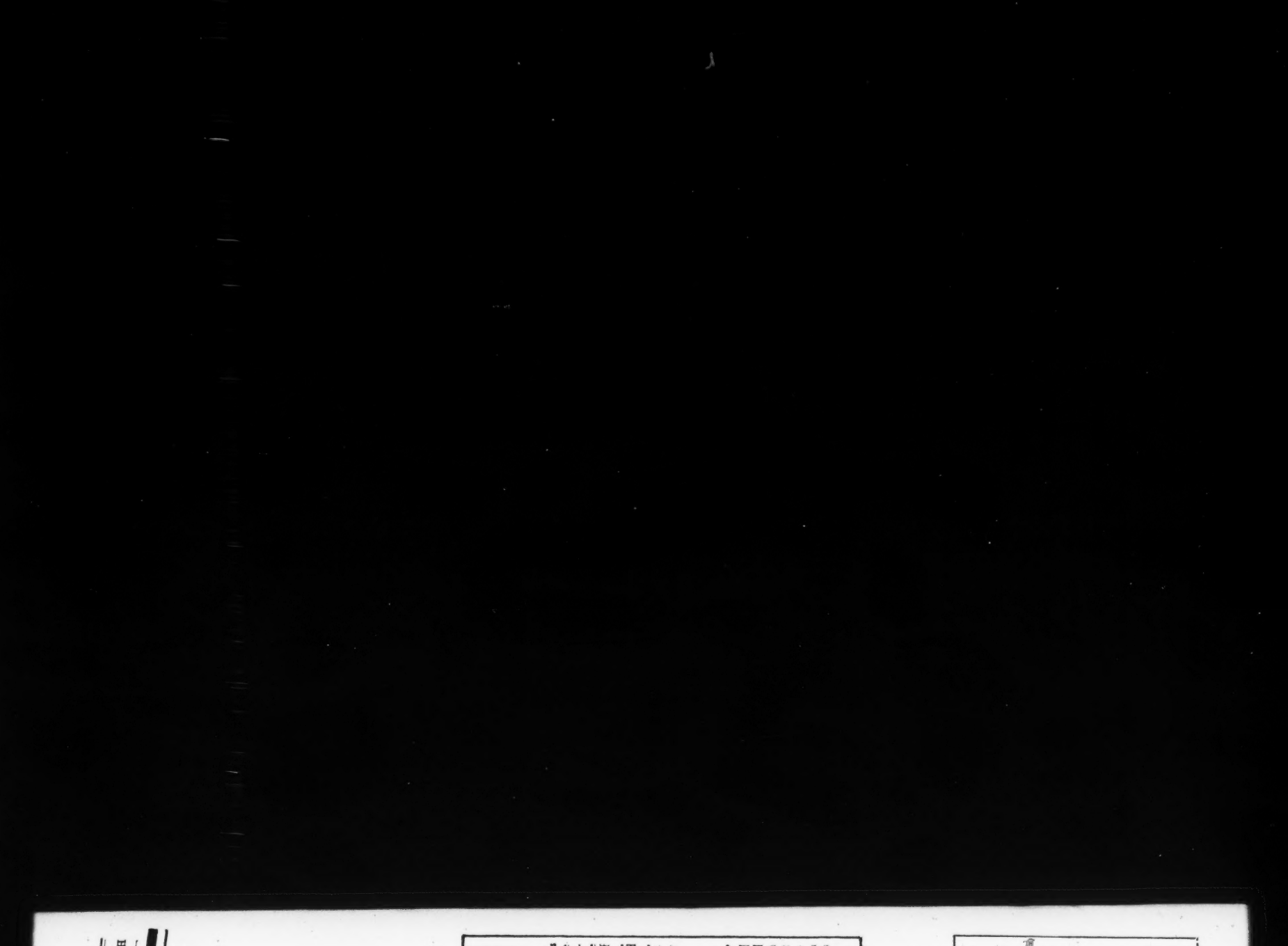
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